COMPARING COMMUNITY ENGAGEMENT IN PLANNING EDUCATION AND CO-CREATION IN HIGHER EDUCATION: A LITERATURE REVIEW (1122)

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Abstract. Higher education has recently started to adopt co-creation design methods to foster active learning. However, long before this trend, planning education had already been using teaching methods such as studios that incorporate community participation to reap the benefits of teacher-student co-creation. This study explored the similarities and differences between teacher-student co-creation in higher education and community-based planning education in several aspects: research purpose, theoretical concept, methodology, and pedagogy. A literature map was produced according to the findings. Compared with higher education, community-based planning education focuses more on interdisciplinary collaboration and deals with more uncertainty in the face of complex issues. There is a need for further research on teacher-student interaction from the perspective of students.

Keywords: Community Engagement, Literature Review, Planning Education, Higher Education, Co-creation of Learning.

1. Introduction

In recent years, higher education teachers have begun to make students more active and involved in their courses. The response to this new style of teacher-student interaction has attracted widespread attention from the academic community. One pedagogical approach in this shift, co-creative learning, is based on the idea of the collaborative learning process, in which students are partners in teaching (Bovill, 2013; Díaz-Méndez and Gummesson, 2012). The student-as-partner concept holds that increased student engagement can enhance teaching and learning performance effectively (Deeley and Bovill, 2015). Student-centered and collaborative learning can enhance students' educational experience and competency by providing interdisciplinary educational environments and new types of classroom interactions (Purkarthofer and Mäntysalo, 2022).

This co-creative approach to learning is not uncommon in planning education. The planning studio tradition has long employed this pedagogy in space planning. Over the

past few decades, student engagement and community engagement through service learning or other project-based learning models have expanded the scope of co-creation from teachers and students to professionals and stakeholders (van Karnenbeek et al., 2020). Planning students become essential participants as they enter their communities and play a crucial co-creative role in working with others to solve problems. In the co-creation of learning, students advise their teachers and other relevant personnel through their reflections, thus benefiting all parties involved (Pinel and Urie, 2017).

Research on the co-creation of teaching in higher education has been discussed in depth. Similarly, planning education has long demonstrated the benefits of co-creative teacher-student interaction through community-based planning practice courses (Kirschner and Peltan, 2019; van Karnenbeek et al., 2020). However, the differences in teacher-student interactions between higher education and planning education have not been widely discussed. Therefore, this study compares higher education and planning education in terms of the teacher-student co-creation process in the context of community participation. This paper also summarizes the major trends in community-based planning education research, presents a literature map, and suggests directions for future research in planning education.

2. Teacher-Student Co-creation in Planning Education and Higher Education

2.1 Co-creation

The concept of co-creation originates from marketing when businesses and customers work together to create products and services based on their needs as service technology matures and new features no longer provide sufficient value (Sanders and Stappers, 2008). From the perspective of marketing and management strategies, co-creation integrates the resources of both producers and consumers to create a new form of production value, allowing consumers to become co-creators of commodity value (Perk et al., 2012). While the value generated by co-creation in the marketing and management fields is mainly around physical products and commodities (Dollinger et al., 2018), what truly matters in the co-creation process is the active (rather than passive) participation of both parties in the interaction (Voorberg et al., 2014).

2.2 Value Co-creation In Higher Education

In recent years, higher education has adopted different curriculum design methods and instructional experiments to encourage students to participate more actively in the instructional process. The idea of “students as partners” has begun to attract attention in higher education (Marie, 2017). Co-creation of value takes the service-dominated logic concept of marketing and transforms it into the co-creation of teaching and

learning in higher education classrooms (Díaz-Méndez and Gummesson, 2012). The interactive relationship between teachers and students has been shifted from the traditional top-to-bottom guidance approach to the new side-by-side participation approach for both curriculum design and activity arrangement.

Based on the dual structure theory of value co-creation in marketing, Dollinger (2018) proposed a comprehensive conceptual model as a theoretical framework for higher education. Additionally, a new basic framework for co-creation theory can be formed by combining the value co-creation process with the expected benefits of having both the perspectives of teaching institutions and students. European higher education institutions have also proposed a conceptual model of social innovation co-creation based on teacher-student collaboration. They have also discussed the implementation plan for reform toward a co-creative education system. (Kumari, et al., 2019)

Research and evaluation case studies have shown that course curriculum co-creation can increase students' self-learning motivation (Bovill, 2013). Some instructional experiments have been found to allow students to participate in the course design, teaching content, and course evaluation and have improved their learning and cross-domain competencies. In addition, value co-creation can generate added value through the interactive process between teachers and students (Bergmark and Westman, 2015; Lubicz-Nawrocka, 2018).

In the ever-expanding empirical research literature on instructional experiments of co-creation in higher education curricula, students can play four roles in the co-creation process: representative, consultant, co-researcher, and pedagogical co-designer (Bovill et al., 2016). These roles are not mutually exclusive and may overlap with each other. Moreover, students may play these roles to different degrees when they collaborate when co-creating courses and participate in course actions. Research on curriculum and instruction has attempted to clarify the terminology related to co-creation. Kaminskiene (2020) used text analysis to classify instructional co-creation topics and academic terms and established a framework based on instructional co-creation, teacher-student collaborative learning, and teacher-student partnership. Collaborative learning is the process of teachers and students working together in a course; teacher-student partnership focuses on the equal role of teachers and students; and value co-creation emphasizes the instructional value generated as a result of the teacher-student collaboration in the course.

2.3 Teacher-Student Interaction in Planning Education

For many years, planning education students and teachers have been engaging the community through planning studios or similar courses. Interacting with the community

has produced co-creation benefits for both teachers and students. In the past few decades, the discipline of spatial planning has adopted a variety of instructional methods. Our literature review indicates that the topics of “student community engagement,” “service learning,” “university-community partnership,” “collaborative learning,” and similar approaches have been trending upward.

Student community engagement (SCE) is a traditional approach by which planning and architecture professionals connect their students with the community. The curriculum is planned such that students can directly enter and interact meaningfully with the community and learn from the experience (Sieh and Frank, 2018). Students can develop practical skills by participating in community activities. SCE teaching and research have changed the relationship between the university and the community. Researchers are no longer just observers from outside the community; rather, they communicate directly with their research object (community) to build relationships and form a synergy between non-academic activities and academic research (Frank and Sieh, 2016).

Unlike SCE and other educational theories, the teaching theory of service-learning from North American universities emphasizes equality between educational institutions and communities, allowing students to serve and interact with the community from an egalitarian perspective while gaining practical experience in the process (Furco, 1996). In planning education, service-learning development meetings have two important functions: connecting students with community organizations and tying together community-based foundational knowledge of the community, practical skills, and civic engagement (Levkoe et al., 2018).

The core concept of university-community partnership also seeks to create peer-to-peer interactions between the university and the community through community participation. Such an interaction must be based on equal status and mutual respect, giving, and acceptance. It also requires more bottom-up participation and initiative from community organizations, while the students and the courses propose ideas from their perspectives for the community’s benefit.

Collaborative learning is often used in planning education in recent years as an instructional method for students to learn together in the classroom. Through group thinking, mutual assistance, and joint action, individuals can learn from each other and create an excellent educational atmosphere (Korkmaz, 2012). Collaborative learning is a student-centered instructional method that enables students to communicate with each other in a course environment to complete specific goals. In recent years, planning education has also begun to move toward collaborative learning in designing some courses in the planning studio. Students form a coordination committee to set the course’s project schedule. This approach emphasizes students’ autonomy rather than teachers’ control (Purkarthofer and Mäntysalo, 2022).

The above instructional theories of community-based planning education form a contextual framework. It ranges from SCE, which takes a top-down approach to teach about participation, to service learning and university-community partnership and other related theories that assume that all participating parties are equal and take a bottom-up approach to examine and promote community participation. In addition, collaborative learning also creates a new type of learning mode in the classroom, allowing students more autonomy in the arena of instruction. The teacher-student interaction in community-based planning education produces benefits similar to those produced by co-creation. Therefore, our text analysis focused on the literature specific to the aforementioned instructional theories of community-based planning education. Additionally, teacher-student cooperation in higher education was also examined. Then, the value co-creation of the two was compared to measure the differences and particularities in teacher-student interactions.

3. Methodology

This research compares teacher-student co-creation in higher education with teacher-student interaction in planning education, all in the context of community engagement. We classified the literature to identify the overall trends, differences, and particularities of higher education and planning education topics related to community participation, specifically to understand the teacher-student interaction in co-creation in teaching and learning.

Our method of analysis was based on the literature classification method and the editorial coding classification strategy proposed by Wang and Ran (2021). Although their work focused mainly on the conceptual analysis of public policy professional network governance and collaborative governance, the taxonomy they used can be applied to the conceptual differences between higher education and planning education. The method includes four steps: (1) Identify the content of the research topic; (2) identify the common research themes; (3) identify the distinctive themes; (4) grasp the connection and difference (“entanglement”) between the two concepts (Wang and Ran, 2021).

3.1 Literature Search and Coding Strategy

First, this study used the following three steps to set the scope of the literature search. We started with the Web of Science search engine for literature retrieval. We then set the title, abstract, time, article type, and discussion topic in the database as follows. (1) The title and abstract are related to community-based higher education and planning education; the keywords included higher education, co-creation, value co-creation, co-creative, student, planning education, collaborative, collaborative learning, community

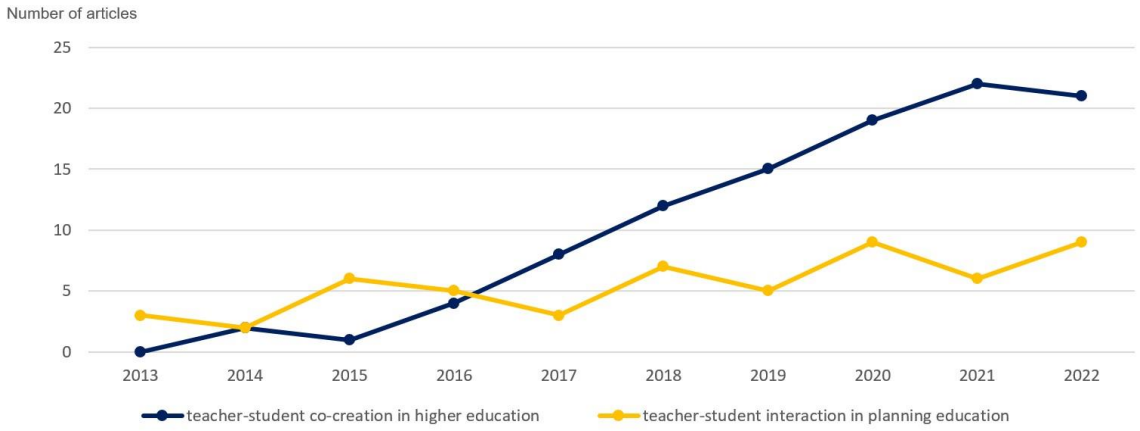
engagement, and service learning. (2) The publication dates of the articles were limited between 2013-2022. (3) The types of articles were mainly periodicals. These specifications yielded 171 articles.

Secondly, after reading the titles and abstracts of the 171 documents, articles that were not related to community participation were eliminated. We also ensured that the content focused on teacher-student interaction. Finally, 54 teacher-student collaboration articles about teaching co-creation in planning education or higher education involving community engagement were selected as the analysis sample of this study.

Finally, we coded 54 documents in three steps. The first step was to read each document's title, abstract, and keywords to classify them into two categories (higher education vs. planning education). If doing so was unable to determine the category, we read the full text to classify it. In the second step, we read the full text to confirm the objectives, theoretical concepts, research methods, and pedagogies of each document. Finally, we classified and synthesized the research articles that shared similarities, which served as the basis for the subsequent text analysis.

3.2 Sample

After conducting the preliminary screening that yielded 171 documents, we found that there were 114 research articles on the co-creation of teachers and students in higher education, with an upward trend in the past ten years. However, the research on teacher-student interaction in planning education did not increase dramatically in the same period, totaling 57 articles (Figure 1). The trend of publications indicates that the teacher-student co-creation instructional method has been getting more attention in higher education. On the whole, more articles were about higher education than



planning education.

Figure 1. Teacher-student co-creation in higher education and planning education.

The literature was further screened to retain 54 teacher-student interaction articles related to community participation. It was found that the number of articles on teacher-student co-creation in higher education dropped significantly to 18, although the overall number of papers has slowly increased over the last ten years. Similarly, the number of articles in planning education dropped slightly to 35, but the overall number has also increased slightly over the decade (Figure 2). After filtering for “community engagement,” there were more articles on planning education than on higher education.

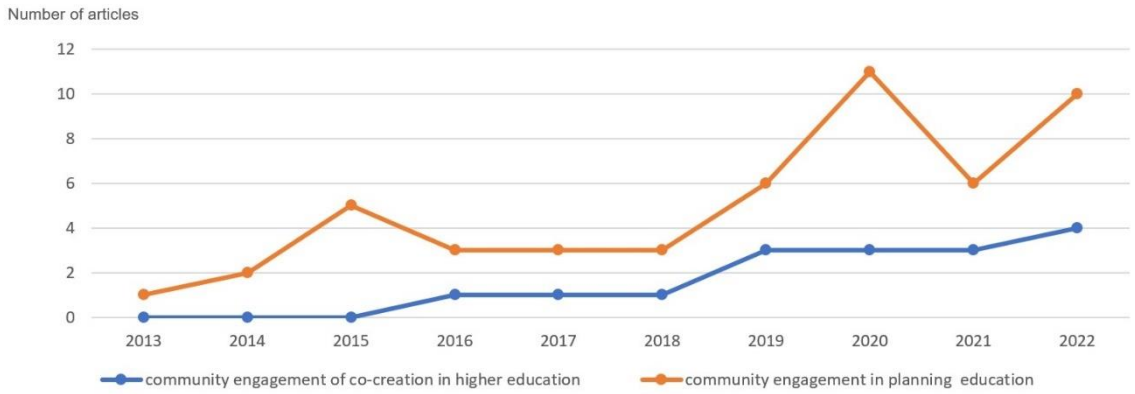


Figure 2. Number of research articles about community engagement in higher education and planning education

3.3 Trend of Community Engagement in Planning Education and Higher Education Research

Looking at the overall trend (Figure 3), without incorporating community participation, the amount of literature on teacher-student co-creation in higher education is higher than that in planning education. But as soon as the theory of “community participation” is required for the content, the number of articles on teacher-student co-creation in higher education reduced significantly and became fewer than in planning education. The proportion of community-participation papers is higher in planning education than in higher education.

We then followed up with a comparative analysis of the studies' purposes, theoretical concepts, methodologies, and pedagogies to distinguish between community-based planning education and higher education. All 54 community participation samples were included in the analysis of the purposes, theoretical concepts, and methodologies. However, for the analysis of the pedagogies, some articles did not mention specific teaching methods; thus, only 35 articles were used in this particular comparison.

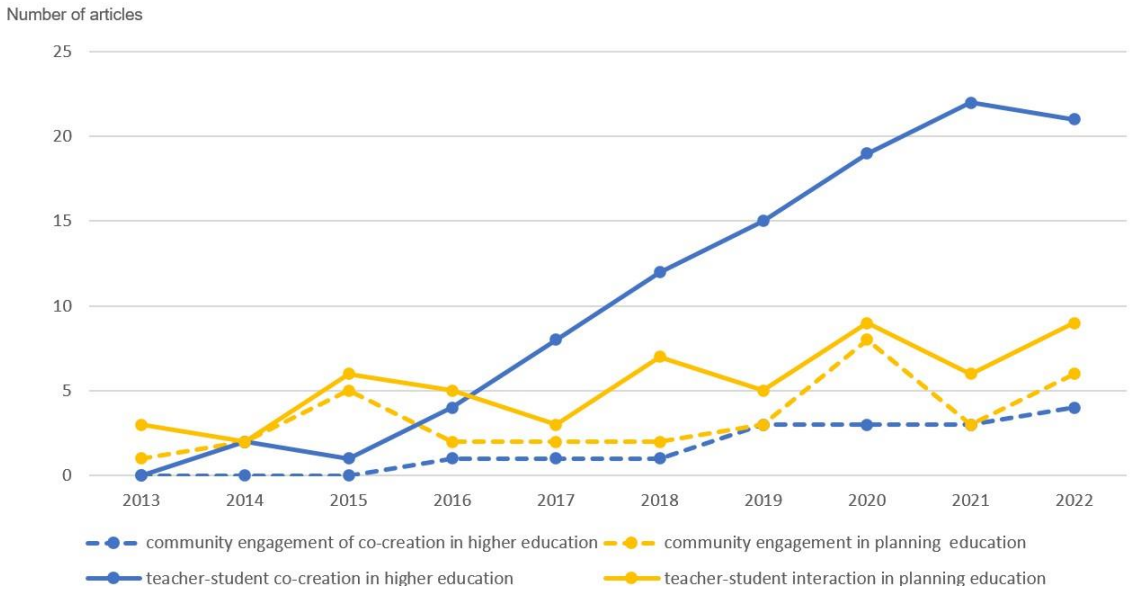


Figure 3. Trends of higher education and planning education research.

4. Results

4.1 Common and Distinctive Themes in Research Purposes

4.1.1 Common Themes

In the context of community participation, the studies from higher education and planning education had in common four purposes: assessing course pedagogies, exploring the state of teacher-student interaction, assessing student learning outcomes, and proposing a theoretical framework.

First, "assessing course pedagogies" was a purpose shared by the largest number of studies. These studies (from both higher education and planning education) experimented with various pedagogies in teaching the content and evaluated the overall implementation results (Figure 4). The pedagogies these studies worked with could be divided into many types of subcategories. Among these, "collaborative learning" dominated the pedagogies in the planning education articles, while "experiential

learning" was included in both higher education and planning education research. Through curriculum design, collaboration among students and participation in the community can improve course effectiveness and achieve co-creation goals. Remarkably, the concept of interdisciplinary education was unique to planning education. This pedagogy emphasizes that curriculum arrangements be made such that planning students can cooperate with students from other disciplines to tackle together unknown and complex community planning issues and challenges.

Second, the articles from higher education and planning education shared the purpose of "exploring the state of teacher-student interaction." They mainly discussed the interactions and roles of teachers, schools, and communities in the process of curriculum implementation in the context of community participation, as well as students' perceptions of the community engagement process. Some of the planning education articles further emphasized students' unique capabilities and contributions to the community.

Third, "assessing student learning outcomes" emphasizes what the students can learn through community-based courses. Both planning education and higher education used a variety of theories to assess the skills and knowledge that students acquire through community participation, including university-community partnerships, service learning, community engagement, and other theories of planning education and co-creation theories in higher education.

Fourth, "proposing theoretical frameworks" means establishing new indicators or frameworks suitable for describing community participation. The planning education articles discussed community planning capabilities and construction methods, teaching students the steps to practice community participation, suitable course arrangements for graduate students, and principles for establishing evaluation indicators and characterizing community participation in an educational context. In contrast, the higher education articles mostly presented theoretical frameworks for determining the interactive indicators that affect students' co-creation behavior by evaluating the factors of students' community participation and introducing the concept of sustainability.

4.1.2 Distinctive Themes to Planning Education

Community-based planning education had a unique research purpose—"exploring the power exchange among teachers, students, and communities," which was not found in the higher education articles. This goal refers to understanding how knowledge is exchanged among community stakeholders, students, and teachers. Moreover, this theme is about understanding the mechanism of power flow in relationships and strengthening peer-to-peer cooperation between schools and communities instead of unilateral domination.

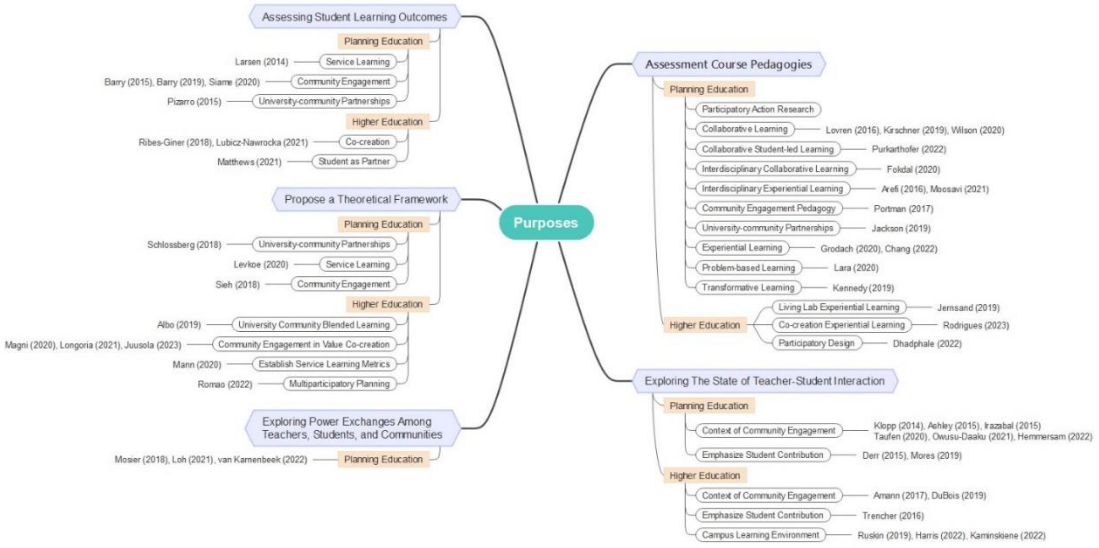


Figure 4. Literature map of the research purposes in planning education and higher education

4.2 Theoretical Concepts

Comparing the theoretical concepts in the context of community participation, it was found that the planning education studies highly emphasized the theories of "community engagement," "service-learning," "partnership," and "collaborative learning" in teacher-student interaction. Due to the limitations placed on the higher education literature search, most of them use "co-creation" as the leading theory. However, some studies used theories similar to those used in planning education.

The theories of "community engagements" and "service-learning" have a long tradition of being used in community-based planning and architectural education. By applying these theories, students can directly interact with and learn from the natural world and acquire learning knowledge and experience. Our literature review confirmed that these theories are well represented in planning education research.

The literature in both planning education and higher education includes the theoretical concept of "partnership." However, there are some differences in the terminology used. The sub-theories from planning include "community partnerships," "university partnerships," "community-university partnerships," and "university-community partnerships." Their focus on the relationship between universities and communities is evident. Higher education, on the other hand, focuses on "student partnership." It is combined with co-creation to explore the equal relationship between students and

teachers in the classroom, placing less emphasis on the community than planning education does.

“Co-creation” is a teaching theory widely discussed in higher education in the past ten years. The core concept is about changing the conventional interaction between teachers and students, from the teacher guiding the students to complete certain tasks to the teacher completing the tasks with the students. Therefore, the number of co-creation documents is much higher in higher education than in planning education. Van Karnenbeek (2022) proposed a planning education theoretical framework of the “community knowledge triangle” that depicts the knowledge exchange among community practitioners, students, and teachers from the co-creation perspective. Although planning education has less literature on the theory of co-creation, the abovementioned theories related to community participation show that planning education benefits from teacher-student co-creation in a different form.

Finally, the theoretical concept of “collaborative planning” was found in planning education research in the context of community participation. The application of the collaborative planning theory included different pedagogies, such as experimental learning, transformative learning, and other teaching experiments that emphasize student teamwork and mutual learning of knowledge between different community stakeholders to tackle issues and challenges jointly through the coursework.

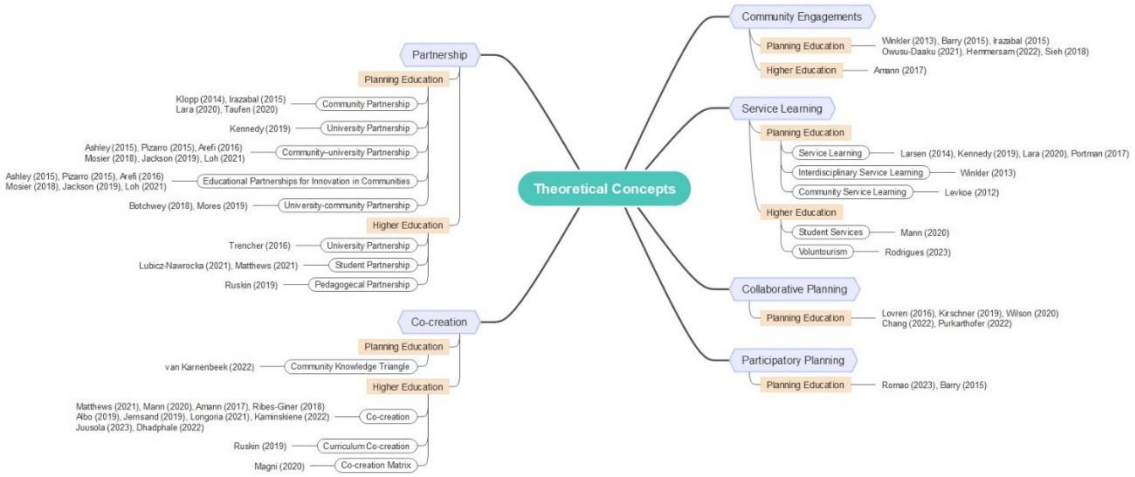


Figure 5. Literature map of the theoretical concepts in planning education and higher education

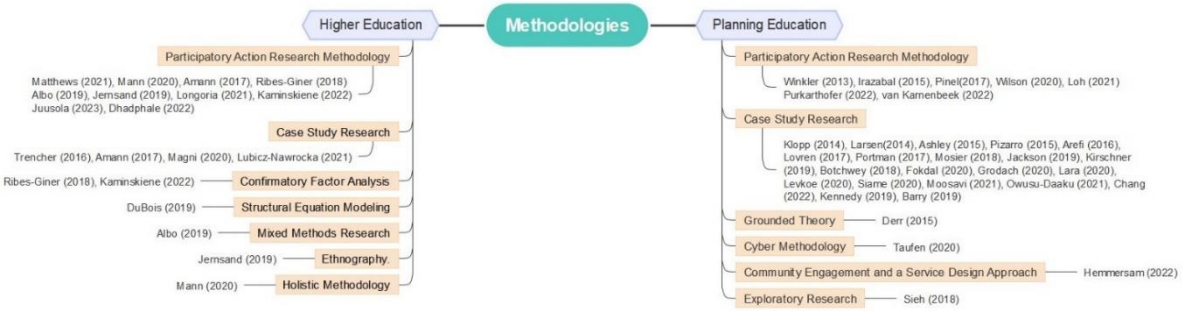
4.3 Research Methodologies

We found that case study research and participatory action research were the primary

research methodologies used in both planning education and higher education. These methodologies also correspond to what we found when classifying the research purposes, where “assessing course pedagogies” accounted for the highest number of studies. Case study research measures and evaluates curriculum effectiveness through cases of teaching experiments. The number of participatory action research papers has increased in recent years. This methodology redirects the curricula and the way of interacting with students through the collective reflection of students and teachers on the implementation of the curriculum (i.e., action). The predominant methods and tools used in these two research methodologies were questionnaires, interviews, focus groups, and student learning logs. All the research results on the effectiveness of student participation in these papers were based on the teacher’s observations and analyses, and none was from the perspective of the students.

Our analysis also showed that planning education and higher education each used research methodologies that the other did not. However, the number of such studies was relatively small. For example, qualitative theories used in planning education (e.g., grounded theory, cyber methodology, and exploratory research) discuss the role of planning education in community participation from the perspectives of application and practice. In higher education, some articles used quantitative methods (e.g., confirmatory factor analysis and structural equation modeling) to explore the composition and relationships between potential variables, whether the relationship conformed to the co-creation theory of the research object, and whether the relationship may be causal.

On the other hand, our analysis indicated that most of the existing research was conducted from the perspective of teachers by interviewing students or analyzing student learning logs. Research about community participation has rarely been carried



out from the perspective of students.

Figure 6. Literature map of the research methodologies in planning education and higher education.

4.4 Pedagogies

Upon classifying the pedagogies, we found that the planning education studies concentrated on the application of certain teaching methods. In contrast, due to the small number of studies available in the context of community participation, higher education has not shown any salient trends in any specific pedagogies. Overall, the pedagogies adopted in higher education were “problem-based learning,” “blended learning design,” “work-integrated learning,” “action learning,” and other pedagogical approaches, but there was no clear indication of which approach(es) was the main focus when community engagement was involved.

In terms of community-based planning education, “studio pedagogy of community,” “problem-based learning,” “interdisciplinary pedagogy,” “experiential learning,” and “collaborative pedagogy” were commonly used.

Studio pedagogy of community is manifested as planning studio courses that focus on community engagement so that teachers and students can enter the community as part of community-based planning studio courses. This is not a single pedagogy but a broader category, and the papers provided little information on the specific teaching methods. However, it can be seen from the number of articles in this category that planning studio courses are an important space for community participation in planning education. Most of the pedagogies described below are also put into practice through planning studios.

Experiential learning provides students with real-life situations from which they gain knowledge and experience. This learning method is excellent for community participation, especially when planning education often requires students to understand what is happening in the space that they are planning. Through experiential learning, students can increase their mastery and understanding of the issues at hand.

Courses that use community-based problem-based learning (PBL) allow students to acquire knowledge and skills as they solve problems by actively participating in real-life issues related to the community. The final solution is full of possibilities. There was only one study related to PBL in our higher education literature sample, but four in planning education. This shows that the planning profession often has to deal with complex and unknown issues.

Interdisciplinary pedagogy is often applied in planning education. Such courses recruit students from different disciplines to promote each other’s planning knowledge and mastery of planning issues, thereby creating a more diverse course. The problems to be solved in planning education curricula usually cover a variety of disciplines, so it is often necessary to cooperate with different professional fields to achieve the instructional objectives.

Collaborative pedagogy is based on a teaching model in which teachers, students, and community members share specific learning goals, and learning occurs when working in

groups. Collaborative pedagogy also includes interdisciplinary features whereby participants learn from each other in the learning process and set the ideal learning objectives jointly. Community-based planning education that uses a collaborative approach creates a more equitable space for dialogue between teachers and students and between schools and communities.

Figure 7. Literature map of the pedagogies in planning education and higher education

5. Conclusions

Comparing the four aspects of research (purpose, theory, methodology, and pedagogy) between planning education and higher education in the context of community engagement, we found some themes that are common to both, and some that are unique to each. First, a comparison of research purposes revealed that both higher education and planning education emphasize the benefits and challenges of the various teaching methods for the students and the courses. Planning education tends to pay more attention to interdisciplinary courses. This indicates that, more so than higher education, planning education values the process of community engagement and is required to handle complex issues. In terms of theoretical concepts, most of the concepts used in planning education are based on the theory of community participation. Compared with the theory of co-creation used in higher education, planning education focuses more on the interaction between teachers, students, and the community. Additionally, the literature in planning education seldom uses the co-creation theory; nevertheless, the process of teacher-student interaction in planning education is closely related to co-creation, which also emphasizes the subjectivity of students and the production of shared knowledge. Regarding the research methodologies, the most common ones are case studies and participatory action research. In addition to evaluating curricular effects and teacher-student interaction, action research in community-based planning education is closely tied to community issues and teacher-student interaction.

On the other hand, teaching methods such as PBL, blended learning, and Experiential learning are more commonly used in planning education than in higher education. Again, this reflects the importance that planning education places on problem-based courses that allow students to experience the process of community participation to obtain a more pragmatic knowledge base. In contrast, community participation in higher education requires more research before specific research trends can be observed.

Overall, we found that in the context of community participation, most of the current research in co-creation in higher education and planning education has been conducted from the teachers' perspective by interviewing students or analyzing student learning

logs. Rarely does research use the students' own perspective to examine the learning spaces in the context of community engagement. In addition, planning education has a stronger research base than higher education on the topic of community participation, pays more attention to interdisciplinary participation, and faces more uncertain and complex issues.

This study's results are limited by several aspects in the selection of the literature. First, in the first step of text collection, the higher education articles were limited to those with the theme of "co-creation." In the second step, the keywords of community participation were narrowed down so that the literature was significantly reduced. Therefore, there was insufficient literature to compare higher education with planning education in some of the subsequent comparative analyses. Therefore, it is suggested that the concept of "co-creation" be eliminated in future studies and simply use the background and theories of community participation to compare planning education with higher education.

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