

Codebook

of codes

Overview Information

Codes are listed in alphabetical order.

Codes with 2 or more codes are listed unless it falls under a category that has been listed several times. Examples are from data, however counter-examples proved to at times be non-existent or difficult to write. As there are so many codes, counter examples are provided when possible, otherwise an overview of what a counter example would be is provided.

A

A safe space to express identity

Definition: The code 'A safe space to express identity' refers to a student feeling comfortable to express themselves.

Example: Yo Yo indicates that they are comfortable to share what is important to them and feeling okay to express vulnerability in class.

Counter-Example: A student indicates they are not comfortable to share personal information, or vulnerability in class.

Accountability with self grading

Definition: The code "Accountability with self grading" refers to a student feeling that self-grading helps them to critically evaluate their own work.

Example: Sarah reflected on how in self-grading she tries to grade herself fairly.

Counter-Example: A student feels that they can give themselves the best grade without thinking about whether or not they deserve it.

Action as thinking

Definition:

Origin:

Example:

Counter-Example:

Adjunct status

Definition: This code refers to a faculty member reflecting on their status as an adjunct and how it impacts their experience.

Example: Jennifer mentioned feeling more connected to other professors online. Reflecting on how it is difficult to build connections as an adjunct.

Dr Joy mentions creating the materials for a class but finding out that she wasn't going to be the one teaching it.

Counter-Example: If a faculty member felt that their status (such as adjunct) did not impact their experience.

Adjusting to technology

Definition: Reflections about interacting and becoming comfortable with the technology and online platform.

Example: Lizzie reflected that it took her some time to get used to D2L.

Counter-Example: If a student reflects that technology was easy to navigate.

Agency in choice

Definition: Students describe taking an interest in their learning by having choice and being able to direct learning towards their own interests, strengths, and career paths.

Example: Yo Yo says, “Honestly, I have preferred [*having choices*] so much. I feel like I'm actually getting to learn the things that I'm interested in”.

Jacquelyn says, “When I realized I could pick any sort of digital artifact, it definitely made me feel way better, because I would rather just play into my strengths in presenting”.

Sarah says, “I think it's helpful because you can cater it more towards well, I can cater it more towards my own interests. There's so much information out there that I think it is important to narrow it down to what's actually useful. And what it makes learning a lot easier when the information is like, pertinent to what you're trying to do with your career or something that, like, personally, makes you feel away, or helps you. So I appreciate that aspect. Because I think I just get more out of it when I'm able to have options”.

Counter-Example: Sarah says, “I could see with, you know, having more choices, it could be hard to choose. I haven't run into that yet. But I could see it where I just, like too many things. Or maybe sometimes it's just easier to have someone telling you what to do. So I could see that, haven't run into it. But some people like that, just very clear instructions with less creativity, maybe. But depends”.

Related codes: *choice helps extend learning, choice as empowering, choice as helpful, choice as mixing, choice as not difficult, choice as power*

Agency in learning online

Definition: Learning online creates opportunities for students to take their time to learn new concepts by reviewing course materials. The online format allows for freedom and choices in student learning in regards to time and flexibility which can further opportunities for choice.

Example: Lizzie says, “the audio PowerPoints, the recorded, being able to pause and re-listen has been really beneficial to my learning”.

Amandine says “I want to express my delight in the online world. When the pandemic hit, I had access to quote, unquote, ‘in person classes’ that were being offered remotely. And it was as if the doors opened and my social world expanded exponentially. And my ability to access like, “Yes, I'll go to that community speaker thing, right, or that department student presentation” it was as if the portal to the barrier to accessing many of the riches of a college community”.

Counter-Example: Learning online prohibits learning or detracts from learning or choice. The online format is redundant.

Agency in self grading

Definition: The code “Agency in self-grading” refers to when a student takes responsibility for their own learning through self-grading.

Example: Yo Yo reported that self grading made her think “how did this work turn out? Like being critical of myself and what I turn in. Being a little bit more objective with everything.”

Counter-Example: A counter-example to “Agency in self-grading” would be if a student said that grading was easy because they would always give themselves the top grade regardless of the work that they put in.

Related Codes: *Self-grading as a life skill, Self-Grading and Deeper Reflection, Self-grading as liberty, Self-Reflection, Accountability in self-grading*

Allows students

Definition: This code refers to when an opportunity is given to students through a resource or action.

Example: Dr Joy mentions : “the research allows students to connect more with their class material when they contribute to the formation of classes”

Counter-Example: A counter-example would be if an action limited or prohibited student action or involvement.

Anonymity

Definition: The code Anonymity shows up multiple times in relation to feeling open, free to express oneself.

- Anonymity of self-disclosure [1]
- Anonymity impacting expression [1]
- Anonymity promoting self-expression [1]
- Anonymity of discussion forums [1]

Example: Yo Yo shared that anonymity in discussions allows her to share more.

Counter Example: n/a

Anxiety

Definition: This code appeared multiple times sometimes from a faculty member or from a student. It attempts to capture the feelings of uncertainty or anxiety expressed by a student or faculty member about the process of co-creation or self-grading.

- Anxiety about how they are perceived [3]: This code was used to reflect when a student or faculty member expressed a worry about how they would be perceived
 - Example: Kim said, “I do not really have questions moving forward, only my continuing self-doubt of “what happens if I do this wrong?”
 - Lizzie mentioned feeling anxious about writing discussion posts and whether they were doing it correctly.
- Anxiety around self grading [2]: This code was used when a student or faculty member expressed anxiety directly related to self-grading
 - Example: Moe said that self-grading added more worries.
- Anxiety in designing co creative curricula [1]
- Anxiety in discussions forum [1]
- Anxiety in doing something wrong [1]

Applying knowledge

Definition: Applying knowledge gained from professional experience to the learning environment.

Example: Lizzie says, “I'm actually really glad to have that background knowledge and an in-person experience working there to apply to my learning now”.

Counter-Example: Not having the professional experience to apply to the learning environment.

B

Building community online

Definition: The code “Building community online” refers to when a student reflects on making connections or feeling connected to their colleagues through virtual learning. The code “Building community online” also refers to a faculty member reflecting on how to build community in an asynchronous environment.

Example: Amandine mentions in her interview that the virtual experience allowed greater intimacy between neighbors. She shared that she was more likely to attend virtual events versus in person events.

Kim reflected on community building in the online setting and how to identify the best practices for building community online.

Counter-Example: Students feeling that there was a lack of community in their online classes.

C

Centering students over research

Definition: This code was created to reflect a faculty member's comment on how regardless of participating in research, their students always come first.

Example: In her interview, Teresa said, "I don't want to discount my involvement in the research. But I want to say that when I'm thinking about my classes, I'm almost exclusively thinking about my students."

Counter-Example: A counter example would be if a faculty member felt and expressed that research and the outcomes of the research were more important than their individual students

Related Codes: *Instructor Action as Care*

Challenge

Definition: This code appeared a couple of times, sometimes to express challenge as something difficult and sometimes to express challenge as something good.

- Challenged as good [1]
- Challenges in grading student choice [1]
- Change as challenging [1]

Example: Kim mentioned feeling challenged, but in a good way, when discussing the framework for course design.

Counter-Example: n/a

Change in teaching approach

Definition: When an instructor makes a change to their curriculum to include elements of the student voice, choice/agency, flexibility.

Example: Jennifer says, "There's a lot of things that have changed in this course, but the self grading, and you know, giving choice, having them take the midterm, and the final twice, those are things I really want to see what the outcome is, before I make changes for next time I teach".

Counter-Example: When an instructor does not make changes to their course offer flexibility or choice for students.

Changes to course format

Definition: This code was used when students identified or commented on how the course had changed.

Example: Scarlett mentioned how in retaking a class, they noticed how the material had been shifted or updated.

Counter-Example: If a student mentioned that the course curriculum was outdated, stagnant, or did not mention a shift in the course curriculum.

Related Codes: *Structuring Curriculum, Course Organization, Changes to Course Format, Choosing Relevant Coursework*

Choice

Definition: The code choice is represented multiple times in relation to the student's reflection on choice.

- Choice as mixing [1]
- Choice as more difficult [1]
- Choice as not difficult [1]
- Choice as not important [1]
- Choice based on perceived preference [1]
- Choice to self grade [1]

Example: Lizzie shared that having choice allows the students to mix the types of assignments they complete.

Counter-Example: n/a

Choice as care

Definition: This code was created when a student perceived choice as an action of care.

Example: Lizzie mentioned that she felt that by giving students a choice, the professor was acknowledging different learning styles and that this was an action of care.

Counter-Example: A counter-example might be when a student feels burdened by choice or expressed anxiety about having options.

Related Codes: *Instructor action as care*

Choice as challenging

Definition: This code was applied when students mentioned that they felt burdened by having a choice or felt that anxiety and stress related to having more choice

Example: Elise mentioned that when things are more open-ended they found it to be less helpful and that they were not receiving enough feedback.

Sarah mentioned that with more choice it can be hard to choose.

Counter-Example: If a student mentions feeling empowered with more choice and mentions how they enjoyed having more options.

Related Codes: *Choice as more difficult, Choice as complicated,*

Choice as complicated

Definition: This code was applied to faculty's feelings and perceptions of student choice as adding complexity.

Example: Jennifer said that she had a student respond to a chapter, but that the student misunderstood the information and misrepresented the presented information. Jennifer felt conflicted on how to respond and correct the student.

Counter-Example: A counter-example would be if a faculty member mentioned how choice made grading easier and facilitated student learning.

Choice as control

Definition: The code "Choice as Control" refers to when a student reflected on how when given choices they had more control over their schedule and learning experience.

Example: Lizzie reflected on how when given a choice between completing discussion posts and taking quizzes- she felt that she was able to take control of her learning.

Counter-Example: If a student felt that having choice hindered their learning.

Choice as empowering

Definition: Choice as empowering refers to when you have a choice to direct your own learning, you feel empowered as a result. Students described feeling more focused, that they worked harder, and felt happier to do the work.

Example: Robin says, "In the learning, like I said, I was able to focus more on what was going to be pertinent to me, ultimately, the self assessing, actually was pretty good. I realized I'd worked harder at something that I thought I had when I had to sit down and really think about it. So it made me feel better about the effort I was putting in.

Counter-Example: Teresa notes, "Adding more student choices recently appeared to add more stress - possibly decision fatigue given the stress of COVID, the social justice movements, and more".

Related codes: choice as care, choice as control, choice as helpful, choice as power, choice helps extend learning

Choice as helpful

Definition: This code applied to when a faculty member or student mentioned how choice was helpful.

Example: Lizzie appreciated having the option to choose between exams and discussion posts

Jennifer said that assigning the students to read one chapter and write about that chapter was great because the students read one chapter and responded to another student about a different chapter, so it was an effective way of sharing information.

Counter-Example: If a student felt that having choice hindered their learning.

Related Codes: *choice as care, choice as control, choice as helpful, choice as power, choice helps extend learning*

Choice as power

Definition: Students noted they felt more in control when they have choices in their learning describing it as powerful and empowering.

Example: Lizzie says, "I was surprised to have these choices and to be brought into the cyber world where there's just a lot more control. I just figured it would be more work. These things are due in two days and get these done and whatever. But having all that dedicated time and being able to really think out my material, just gives me more power in my own learning".

Counter-Example: Moe says, "I don't think it's important to me, I could see where it's important to other students. But, I guess, I'm just, like that. But I would trust that Dr. Roberts has an intent on how to learn things".

Related codes: choice as control, choice as helpful, choice as empowering, choice helps extend learning

Choice helps extend learning

Definition: The code "Choice helps extend learning" refers to a student or faculty member's reflection on how choice impacted the learning experience and encouraged deeper engagement.

Example: Lizzie reflected that when given a choice she would review each choice thoroughly before deciding. Even when she didn't choose to respond to a discussion post, she shared that she would still be thinking about the prompt.

Patricia reflected on how in economics choice affects outcomes. She mentions that she felt that choice helped her students engage more deeply in their learning.

Counter-Example: A counter example of "Choice helps extend learning" might be when a student reflects on how choice made their learning experience more confusing or that they would have liked more guidance.

Clear expectations

Definition: This code was used when students expressed that they felt the course had clear expectations and when faculty members reflected on how to provide clear expectations.

Example: Enola mentions feelings less pressured because the expectations with the grading rubric were clear.

Teresa reflected on how the rubric would be connected to the expectations of the assignment.

Counter-Example: n/a

Co-construction

Definition: This code was referenced many times regarding the thoughts, feelings, and attitudes of both students and faculty members regarding co-construction. Because the thoughts, feelings, and attitudes vary, there are many subcodes.

- Co-construction as messy [1]
- Co-construction as risky [2]: If a faculty member reflects on how co-construction might not yield the desired results. How co-construction is a kin to taking a risk
 - Example: Kim talks about that even with the right scaffolding there is no guarantee that the learners will participate in co-construction.
- Co-creation as disruption [1]
- Co-creation as DIY experiment [1]: This code was used when a student mentioned how co-construction is like a DIY experiment.
 - Example: Elise: “And it's kind of a self-created open ended assignment in which we just explore the general topic of the course. But, we just create our own, it's like a DIY experiment.”
- Co-creation as open ended [2]: This code was used when a student mentioned how assignments were more open-ended or self-created
 - Example: Elise: “And it's kind of a self-created open ended assignment in which we just explore the general topic of the course. But, we just create our own, it's like a DIY experiment.”

Counter-Example: n/a

Collaboration

Definition: This code was used several times when a faculty member reflected on the process of collaborating with other faculty and with students.

- Collaborating on curriculum design with peers [1]
- Collaborating with students [1]
- Collaboration as anti competitive [2]: This code was used to reflect a faculty member's perception of collaboration being anti-competitive. It is used in a positive way.

- Example: Dr Joy says, “So having the ability to collaborate and work with others takes away that competitive aspect.
- Collaboration as beneficial [5]: this code refers to when a faculty member mentions how collaboration is helpful.
 - Example: Teresa mentions in her interview how she came from a place where collaboration was common and beneficial to the welfare of others.
 - Counter-example: A counter-example would be if a faculty member stated that collaboration hindered development of coursework.
- Collaborative learning [1]

Counter-Example: n/a

Comfortable

Definition: This code was used to express the sentiment of being at ease or comfortable with different situations. These situations created the subcodes.

- Comfortable asking for help [1]
- Comfortable sharing [1]
- Comfortable to reach out to instructor [1]
- Comfortable to share personal experiences [2]: This code refers to when a student feels comfortable to sharing and learning from others

Example: Robin mentioned feeling comforted and supported with self-expression

Counter-Example: A student mentioned not feeling comfortable attending office hours.

Communication

Definition: This code was used to capture the importance of clear communication and when communication was mentioned in passing.

- Communication [1]
- Communication as key to co construction [1]

Example: Tricia said: “ It is complex and changes need to be made along the way as they come up - communicate clearly!”

Counter-Example: n/a

Community

Definition: This code was used twice to capture Tricia's reflection on the community in the process of co-construction.

- Community approach to co construction [1]
- Community in co creative curriculum [1]

Example: Tricia mentions that the process of discussion and collaboration was highly beneficial for her.

Counter-Example: n/a

Conceptualizing co construction

Definition: The code "conceptualizing co-construction" refers to a student or faculty member's reflections on co-construction being- what co-construction means to them and/or how they saw co-construction happening in the online environment.

Example: Amandine mentioned how she felt co-construction was happening through shared dialogue.

Dr. Joy questioned whether co-construction could truly occur- whether the power could be balanced for such a thing to occur.

Patricia conceptualized co-construction as recognizing what each party (student and faculty) are bringing to the learning process.

Counter-Example: A counterexample might be a student or faculty member reflecting on a learning experience where one person dictates the curriculum, assignments, and grading.

Confidence in sharing power

Definition: Faculty describe feeling more confident with sharing power with students through their curriculum.

Example: Teresa says, "I did recognize that the collaborative process can bring about different and unexpected directions, which I think is beneficial. I also appreciated the way it meant that lots of people could bring experiences, wisdom, and share and contribute. And that there were attempts to have reduced status and have a sort of shared levels of contribution."

Counter-Example: Kim says, "In terms of changes necessary for this to happen—I truly wish I could just pop a different SIM card into my brain. I see a mismatch at the moment between my

actions and my thoughts/words. Something very major will need to happen for me to craft a co-constructed class as opposed to a brief co-constructed assignment”.

Connecting/Connection

Definition:

- Connecting information [1]: This code refers to when a student mentions how they were able to connect new information to information that they had previously learned.
 - Example: Amandine said, “ I then did something creative or self directed on that topic, that a few weeks later if I was then hearing something about grammar processes, and I went, Oh, isn't that similar to such and such?”
- Connecting students as partners to UDL [1]
- Connecting to peers [1]
- Connection [1]
- Connection to personal expression in online discussion [2]: When a student mentions being able to connect in a discussion through personal experience.
 - Example: Robin said that they were able to draw from a lot of personal experience during the discussion groups and homework.

Example:

Counter-Example: n/a

Connecting choice and success

Definition: This code was used when a student or faculty member recognized how choice was important to be successful.

Example:

Micah discussed in their interview how they were able to balance coursework between classes by lowering the workload for a class.

Patricia mentions how she support student's choices in what would help them to feel successful : “ And by that I mean, if they felt confident that they could demonstrate the course outcomes with say, the discussions, the current events and the final exam, if they felt confident that they would be successful in that model, then I supported them in that choice.

Counter-Example: A counter-example would be if a student mentions how having choice was more difficult and hindered their ability to be successful in a course.

Related Codes: *Choice as Control, Choice as Power*

Connecting choice to personal experiences

Definition: This code was used when a student mentioned how they were able to use choice to pursue areas of personal interest to them

Example: Jacquelyn mentioned in their interview how they were able to incorporate what they were reading and conversation they were having outside of the classroom to the class.

Counter-Example: A counter-example might be if a student mentioned how they felt disconnected from the class and unable to relate to the material.

Connecting course to career path

Definition: This code was used when a student discussed how the course they were taking was connected to their future career or career path.

Example: Sarah mentioned being able to cater the class more to her own interests and what they were trying to do with their career.

Yo-Yo mentioned how the classes they were taking were relevant to their path of becoming a Speech Language Pathologist.

Counter-Example: A counter example of this would be if a student said that they were unable to relate to the material in the course, if the curriculum wasn't what they were expecting or not relevant to their career path.

Connecting to personal experiences

Definition: This code refers to when a student is able to relate the coursework to their personal experiences.

Example: Jennifer mentions how when students write about what impacts them, it often doesn't have anything to do with family background, but rather something that they saw on tiktok.

Parker discusses how they were able to relate their studies in Speech Pathology to their own experience receiving speech therapy as a kid.

Counter-Example: This might be the absence of personal experience or if a student mentions that they were unable to relate to the material.

Related Codes: *Personal Experience as Helpful, Personal Experiences as Enriching, Share Personal Experiences and Make Connections*

Course Organization

Definition: This code is used when a student commented on how a course was organized.

Example: Enola mentions that the class was very organized.

Counter-Example: n/a

Related Codes: *Reflecting on course content, Changes in course content, Course structure as supportive*

Creating connections from choices

Definition: When a student mentions that by using self-selected options they were able to make connections between their courses.

Example: Amandine said: "The teachers can create threads between assignments. But then that's only one thread, one connective link, I would be allowed given that I could direct multiple assignments, multiple labs, that I could choose to focus on a connection that I made between different parts of the curriculum."

Counter-Example: A counter-example would be if a student said that choice did not help them to relate to the material.

Related Codes: *Choice helps extend learning*

Cross disciplinary collaboration

Definition: When a faculty member comments on the useful nature of cross-disciplinary collaboration.

Example: Dr Joy mentions how cross-disciplinary collaboration is very useful : "if someone is a psychologist, they would gain from somebody who's a sociologist, because an individual is part of a society and their ways of thinking may be shaped by different environmental factors that we

need to work together to be able to see the whole picture as opposed to sometimes limited views that disciplinary ways of thinking can actually tunnel tunnel tunnel, us into.”

Counter-Example: If a faculty member said that cross-disciplinary collaboration did not add to a knowledge base or if they felt neutral about collaboration.

Related Codes: *female community in academia, females in academia as important*

Culturally responsive/sustaining

Definition: Student or faculty member reflecting on what “culturally sustaining/responsive” means to them. It can also refer to practices that the students felt allowed them to express their identity and engage with the material.

Example:

Yo Yo reflected on how this term, they felt that they were able to personally engage with the material through sharing personal experiences while engaging with the material

Jacquelyn mentions how she felt validated to incorporate her own personal language learning experiences and the experiences of the people close to her.

Dr Joy reflected on what “Culturally sustaining” means to her as an immigrant and the while the concept is important, how it might also be overused.

Counter-Example: Students feeling that they are unable express their identity through the material or feel that the curriculum is culturally limited.

Related Codes: *Identity Acceptance, A safe place to express identity, Connecting to personal experiences, comfortable sharing personal experiences.*

D

Difficulty

Definition: This code was used to reflect the feeling of something being challenging or difficult. It is broken into subcodes that reflect specific instances the students found difficult.

- Difficult to reflect on oneself [1]
- Difficulty choosing [1]
- Difficulty with online and identity [1]
- Difficulty with technology [1]

Example: Robin mentions struggling to make decisions, so without clear cut choices they would struggle to make a decision. Robin's reflection on the course is positive rather than negative, because they felt that they were given clear cut choices that lessened the burden of choosing.

Counter-Example: n/a

Digital access as helpful

Definition: Having digital access aids in learning.

Example: Hattie says, "I think technology has been really helpful in terms of my learning. I am that independent worker, I prefer to work by myself. And so it's actually really nice. So that's kind of get on my laptop in my own pace and get stuff done".

Counter-Example: Digital access impedes learning.

Discussions as community

Definition: The code "discussions as community refers to building community in an online discussion forum.

Example: Lizzie says, "I've been excited to find that some people in my classes do respond on my discussion posts. And sometimes, I bring up ideas that they haven't thought of, or vice versa. I see different ideas and respond to that. So it's just another way to communicate and see different perspectives. I think that overall, what the world lacks, is just an understanding of different perspectives".

Counter-Example: Sarah says, "I get everything done really early. So I feel like I'm just waiting for people to respond all week. So that I can finish my assignment. So I don't really it's not like collaborative learning. I feel in the discussion setting that we have right now. Yeah, it's not the best way to engage each other and like, learn the material in my opinion".

Discussions not engaging

Definition: This code was created to reflect student comments about feeling that discussions were not a useful way of engaging and building community with other students.

Example: Sarah said that she would write her discussion early and wait all week for someone to respond. “ Yeah, it's it's not the best way to engage each other and like, learn the material in my opinion”

Counter-Example: Students talking about how they felt they were able to build community online and enjoyed the online discussion format

Related Codes: *Anxiety in Discussion Forum, Previous Classroom Discussion lacking Engagement, Reflections in Online Discussions, Enjoying Online Discussions, Online Discussions as Personal*

E

Encouraging agency

Definition: This code refers to an instructor's action or mention of encouraging more independence, inquisitiveness in their students.

Example: Teresa mentions in her interview how she wants to encourage students to do a little more than the minimum.

Elise mentions how instructor's share examples of students who went above and beyond. This encouraged students to think about how they could do the same.

Counter-Example: If a faculty member discouraged extra work or so far as to penalize students for not staying within the boundaries of the assignment.

Related Codes: *Increasing Student Agency, Agency in Choice, Going towards learning (agency), Instructor action as Care*

Encouraging discussion

Definition: When a student comments on how they are able to engage in discussions in an online format.

Example: Lizzie discussed how because you aren't raising your hand and waiting to be called on there was more opportunity to participate in discussions.

Counter-Example: If a student mentioned that they felt intimidated by discussions, were afraid of saying something wrong for example

Related Codes: *Discussion as Community, Comfortable Sharing,*

Encouraging self-editing

Definition: When a faculty member encourages deeper reflections/editing while using self-grading or when a student comments on revising their own work.

Example: Yo Yo mentioned how they would review their work and reflect while self-editing.

Counter-Example: An example of this might be when a student mentions how they felt they were unable to revise their work because self-grading was time consuming.

Related Codes: *Self-grading as a life skill, Self-grading and deeper reflection, Self-grading as self-expression, Approaches to self-grading*

Engaging with coursework

Definition: This code was used when a student reflects on the coursework and their engagement with the material

Example: Yo Yo mentions that when there is interest she is happier to start the work.

Counter-Example: A student finding it hard to relate to the material or feeling that they cannot connect.

Related Codes: *Reflecting on Course Content, Connecting to Personal Experiences, Connecting Course to Career Path, Connecting Information*

Enjoying online discussions

Definition: A student discussing how they enjoy or find the online discussions helpful.

Example: Lizzie says that they enjoy online discussions. Enola says that discussions help to add extra knowledge: "So, it's always helpful to add like a little bit of like, extra, you know, extra knowledge to like, what I have already thought out."

Counter-Example: Student comments about feeling that discussions were not a useful way of engaging with the class or the material

Related Codes: *Reflections on online discussions,*

Ethical approach to partnership

Definition: Faculty members reflecting on the ethics of a professor/student learning partnership

Example: Kari said: “Dr. Atkinson was also worried about the ethics of providing students with choice after a colleague suggested that it is unethical and irresponsible to structure a course in this way.”

Patricia questioned how to ensure ethics in peer-to-peer and self-grading.

Counter-Example:

Related Codes: *Power w instructor vs power w student, power distribution, unraveling dimensions of power,*

F

Feedback

Definition: This code is broken into two subcodes regarding the concept of feedback. The first code “feedback with suggestions” was expressed by a student who felt that they needed feedback with suggestions on the assignments. The next code “feedback needed” was a faculty members not to self to include ongoing feedback

- Feedback needed [1]
- Feedback with suggestions [1]

Example In Tricia’s memos she states: “ Action: ensure ongoing feedback, continuous improvement”

Counter-Example:n/a

Feedback and self grading

Definition: This code refers to when a student mentions feedback in regards to self-grading. It could be when a student wants more feedback or when they comment on the type of feedback they receive. Finally it can also refer to a faculty member’s feedback on self-grading.

Example: Dakota states, “I really appreciate like, a lot of feedback from instructors. So even though like, we'll see comments that will be like, oh, you know, good job, or maybe like pointers, but they do think that.”

Enola mentions feeling confused about the feedback she receives: “And so she always replies back, which is really good. Because I like I don't know if it's just me, but I like like that reassurance that I'm like, okay, like, she understood my assignment.”

Teresa mentions that some of the students that would have earned the top grade, grade themselves more critically. In her feedback, she encourages them not to grade themselves so harshly.

Counter-Example: feedback that is not related to self-grading, feedback from other students or students feedback to their instructors.

Related Codes: *Feedback needed, wants more feedback, receiving useful feedback,*

Feeling empowered with self grading

Definition: This code refers to when a student mentions how they feel confident in giving themselves their own grade while self-grading. Often this code is used to show a student feeling justified through professor encouragement to grade themselves well.

Example: Jacquelyn says in regards to self-grading, “I think more motivation would be one of the biggest benefits, also getting to incorporate things.”

Robin discussed how in the self-grading process the instructor asked them to reflect on their work and the grade they gave themselves, this helped Robin feel confident in the gave they gave themselves,

Counter-Example: If a student feels confused or nervous about self-grading.

Related Codes: *Self-grading as Control, Self-Grading and Deeper Reflection, Self-grading as Accountability, Increasing student Agency, Student Power*

Feeling

Definition: This code has several subcodes, the code “Feeling” relates to the different sentiments expressed throughout the interviews.

- Feeling neutral about self grading [1]

- Feeling of learning more [2]: This code was used to describe when a student said that they felt they were learning more
 - Example: Yo Yo said, “Honestly, I feel like I'm just taking it a lot more content with it.”
- Feeling safe to work together [1]
- Feeling stuck [1]
- Feeling supported [1]
- Feeling Comfortable Voicing Feedback [2]: Faculty member mentioning how they feel that they are in a safe place to voice feedback.
 - Example: “I have felt from the start of things that I could raise any issue in a space of safety.”

Example: Kim mentioned feeling supported in the process of co-construction.

Counter-Example: n/a

Female community in academia

Definition: This code refers to faculty members reflecting on the female community in academia. The code can refer to the presence or absence of a female community.

Example: Patricia reflected on engaging with other female faculty in different disciplines. Kim reflected on collaborating with female faculty and gaining insight on how they survived as women in academia

Counter-Example: n/a

First time taking an online course

Definition: This code was used when a student mentioned that it was their first time taking an online course.

Example: Lizzie says in her interview, that it was her first time taking a course online.

Counter-Example: n/a

Flexibility as freedom

Definition: The code 'flexibility as freedom' refers to Parker's interview when they describe having the agency to choose offered them flexibility and agency to direct their own learning.

Example: Parker says, "I really appreciated the flexibility with it. Because, I was coming to it with a background that I had already kind of covered a lot of the material of the class, this was just kind of looking at it from a different perspective for me. And so rather than spending a lot of time covering the same material that I've covered before, it gave me the freedom to just use that and start expanding my own understanding and thinking around the topic".

Counter-Example: Jennifer says, "And then I read, somebody had taken one of the chapters out of context, I think she just misread a word. And so what she wrote was actually the opposite of the chapter. And so I felt very stuck as to how to intervene with that. So on one hand, it's great that they're educating each other, but also by giving them the power, they can falsely educate somebody, which is always a risk and a nutrition course. And I probably have, I have about 50 students. And so the discussions are always a challenge to read all of them, to read the posts".

Flexibility as Helpful to Learning

Definition: This code was used when a student mentioned how flexibility was useful to their learning.

Example: Yo Yo said that having the opportunity to choose when and what was helpful to their learning.

Counter-Example: A counter-example would be when a student mentions that they would prefer more structure.

Related Codes: *Time Management, Agency in Choice,*

Focus on student needs

Definition: This code was used when a faculty member expressed that they were focused on how students learn and the individual needs of each student.

Example: Patricia said that the power process has been about meeting students where they are at and recognizing how student needs might differ.

Counter-Example:

Related Codes: *Instructor Action as Care, Student Needs Differ, Centering Students over Research*

Freedom of self expression

Definition:

Origin:

Example:

Counter-Example:

G

Going towards learning (agency)

Definition: This code defines when a student discusses thinking critically about the process in learning and challenging themselves to learn more.

Example: Lizzie mentions that the self-grading rubric has helped her to see where she can grow and challenge herself.

Counter-Example: If a student says that their learning was hindered or stagnant.

Related Codes: *Agency in self-grading, Increasing Student Agency, Agency in Choice*

H

How power is manifested

Definition: When a faculty member conceptualizes the power dynamic in the classroom.

Example: Patricia reflected, “the idea of the, for me, the power process, has been engaging with students, meeting students where they are, and recognizing that individual students' needs differ.”

Counter-Example:

Related Codes: *Power Distribution, Student Power, Sharing Power, Instructor Power, Dynamics of Power in the Classroom, Unraveling Dimensions of Power,*

How to in an online format

Definition: This code refers to an instructor's reflections of how to accomplish or establish a form in an online setting

Example: Jennifer discusses how to accomplish the same thing online versus in person. She reflects on communicating through email.

Counter-Example: n/a

I

Identity acceptance

Definition: This code refers to when a student says that they felt accepted, that their identity was acknowledged

Example: Yo Yo said, "I was, I loved it this quarter. I was like, Oh, I feel seen."

Counter-Example: If a student felt unforgettable sharing themselves or their identity in the classroom or in the online platform.

Related Codes: *Identity Acceptance, Reflecting on Identity, Identity and Curriculum, Comfortable Sharing,*

Identity and curriculum

Definition: This code was used to refer to when a student mentions their identity in relation to their coursework.

Example: Yo Yo mentions how they felt their Speech Pathology courses integrated identity into the coursework.

Sarah mentioned how she felt like her nutrition class touched on subjects that were personal to her but also ones that were broader and impacting the whole community.

Counter-Example: If a student mentions that the coursework was hard to relate to or if there wasn't a diversity of examples

Related Codes: *Freedom of Self-expression (?), Identity Acceptance, Identity in Discussions, A safe place to express identity, Welcome Diversity*

Identity and discussions

Definition: This code was used when students reflected on how they were able to share or felt comfortable sharing their identity in online discussions.

Example: Yo Yo mentioned how the anonymity on the online platform helped them share a lot more of themselves and their identity.

Sarah felt that by relating to what other people were sharing in discussion posts that they felt more comfortable sharing.

Counter-Example: A student sharing how they didn't get anything out of online discussions or didn't find them useful/relatable

Related Codes: *Identity Acceptance, Reflecting on Identity, Identity and Curriculum, Comfortable Sharing, Share Personal Experience and Make Connections, Integrating Identity into Coursework,*

Increasing student agency

Definition: When a faculty member reflects on how to encourage or increase student agency through self-grading, extension of learning, and co-construction.

Example: Teresa mentions that she didn't want the students to be confined by the rubric. She created the opportunity for the students to extend their learning.

Counter-Example:

Related Codes: *Encouraging Agency, Encouraging Self-Editing,*

Instructor action as care

Definition:

Example: Amandine says, "I'm usually fairly talkative in our group discussions. So I claim my expression, space and, and *[the instructor]* was a wonderful moderator of that space".

Counter-Example:

Instructor Identity

Definition: This code captures a faculty member's reflection on their identity relating to the construction of coursework and how they relate to their students.

Example: Jennifer reflects on the age difference between herself and her students.

Teresa discusses technology her students use that she is unfamiliar with.

Kim judges her ability to create a curriculum that is co-constructed.

Counter-Example: A counter example would be if a faculty member does not have or mention having any reflection on how their identity is tied to the course work or their relationship with their students.

Related Codes: *Instructor confidence, Growing as a Professor,*

Instructor modeling

Definition: This code refers to when a student mentions how an instructor modeled or provided information that was helpful to the student.

Example: Amadine mentions that through a discourse with the professor, they gained a better understanding of how limiting academic information can be.

Counter-Example: If a student mentions that there was a lack of modeling by the instructor.

Related CodeS: *Instructor Providing a Learning Resource, Instructor Interaction as Helpful*

Instructor perception

Definition: This code was used to refer to the students' perception of their professors. Sometimes the student reflected on how they would be perceived by the professor, and at other times, it was used to refer to a student's perception of the instructor's action.

Example: Hattie expressed some nervousness of grading herself at full point and how the instructor would view this. Elise mentioned feeling that the instructor provided examples on assignments based on what they anticipated students doing.

Counter-Example: A counter example would be if the student did not mention their perception of the instructor or how it was immaterial to their learning and/or self-grading.

Related Codes: Instructor Modeling, Perception of Professor, Reflection on the process of Self-grading,

Instructor power

Definition: This term can be somewhat abstract, it refers to direct or indirect mention of an instructor's responsibility, position, or power within a class. It can be seen when an instructor has control over the coursework.

Example: Hattie refers to grading as something the instructor does.

Dr Joy reflected on the responsibility and positionality of instructors in this quote: "as teaching teachers, we carry a heavy load of deciding what to give the students and what to keep to ourselves, as we are creating these courses.

Counter-Example: A counter-example might be more of a sharing of power rather than "student power" because the code instructor power demonstrates when something is not being distributed or shared.

Related Codes: *Power w instructor vs power w student, Power Distribution, Power Hoarding, Professor Power to Choose, Give Power Away, Systemic Power*

Instructor providing learning resource

Definition: When a student mentions how the instructor provided an additional learning resource.

Example: Amadine says how the script on the powerpoints was a helpful resource. Enola mentions how she felt the professor facilitated learning with articles and other resources.

Counter-Example: If the student mentions that the instructor did not provide resources to facilitate learning.

Related Codes: *Instructor Action as Care, Feeling of Learning More, Going Toward Learning (Agency), Students to Get the Most Out of Learning.*

Integrating identity in coursework

Definition: This code refers to students reflecting identities including the identities of their instructors that are a part of the coursework.

Example: Elise mentioned that having the instructor model how they connect their own identities to the coursework helped them understand how to do this themselves. They reflected, "it helps me feel like they also perceive me as a person. And not just as a student."

Counter-Example: Unable to relate to or feel connected to the coursework.

Related Codes: *Identity and Curriculum*

Interaction with professor

Definition: When a student mentions being able to meet or interact with their professor.

Example: Jacquelyn said, " I like being able to actually meet the Professor even though it's an online course."

Counter-Example: A student feeling or mentioning that they didn't feel like they had a relationship with their professor.

Related Codes: *Getting to Know Instructor, Perception of Professor,*

L

Less personal connection

Definition: When a student mentions feeling or being less connected to their classmates in the online setting.

Example: Sarah said that the only time she interacted with her classmates was on the discussion board each week.

Counter-Example: When a student feels connected through the online community and able to build relationships with their classmates online.

Related Codes: *Online as Isolating, Relating to Online Others Presence, Connection*

Listening

Definition: This code refers to the action of listening when applied to different situations.

- Listening [1]: Patricia discusses hearing the voices of other faculty members.
- Listening as delight [1]: Amandine reflected on listening to Teresa's self-recordings of the text and feeling delighted
- Listening to students [1]: Jennifer reflected on the importance of listening to her students and using the information that they provided.

Example: provided above

Counter-Example: n/a

Looking at own work critically

Definition: When a student discussing how they reflected on their own work more critically while self-grading

Example: Yo Yo discusses wanting to give themselves a good grade but also reflecting on how well they actually did on the assignment.

Counter-Example: If a student feels that they did not look at their own work more critically despite self-grading.

Related Codes: *Agency in Self-Grading, Self-Grading and Deeper Reflection, Discomfort in Self-Grading.*

M

Making changes from student feedback

Definition: refers to when an instructor acted upon student feedback to make changes to the curriculum

Example: Kim discusses how conversations with students and feedback from students helped her decide to choose new content that would be relevant to the students' cultures.

Counter-Example: If a instructor did not act on or receive feedback from the students that helped shape their course

Related Codes: *Instructor Action as Care, Curriculum Construction, Identity and Curriculum, Participating in Co-Construction.*

Making small changes

Definition: this code refers to the smaller steps taken or reflected on to participate in co-construction.

Example: Kari says, "All three of my faculty co-researchers are taking small steps towards implementing student voice and narrowly side-stepping elements of radical pedagogy and democratization in the classroom."

Counter-Example: If a faculty member mentions that no change in curriculum or class structure took place during co-construction.

Related Codes: *Curriculum Construction, Participating in Co-Construction, Conceptualizing Co-Construction*

Mirroring existing practices

Definition: This code refers to when an instructor implements a process that is related or mirrors another process of practice.

Example: Teresa discusses how when a student is able to retake a quiz three times and the highest grade counts, this practice was used to model self-guided learning where a student is able to check their answers.

Counter-Example: Novel curriculum or experimentation that does not have a reference point.

Related Codes: *Curriculum Construction,*

Mismatch between thinking and action

Definition: This code was used to reflect a faculty member's feelings about their actions versus their understanding.

Example: Kim reflects on how her actions might be different than what she thinks she is doing. She also mentions that something big would have to change to be comfortable and capable of creating truly co-constructed material.

Counter-Example: If a faculty member feels that they somehow accomplished or implemented what they're thoughts intended.

Related Codes: *Reflections on Teaching,*

More examples

Definition: Wanting to see work or choices in the form of examples.

Example: Teresa indicates she would like examples of co-construction in practice so she can make choices about how to design her syllabus.

Elise wants guidance in choosing an activity preferring past examples of the activity or expected work.

Counter-Example: Students or faculty don't want or need to see other's work before beginning.

More willing to work

Definition: When a student reflected on how flexibility helped them feel more willing to do the homework.

Example: Yo Yo says that being able to control when they complete their work makes them feel more willing to do the work.

Counter-Example: If a student did not feel more willing to do the work despite flexibility or resource or agency

Related Codes: *Agency in Choice, Building Confidence in Learning.*

N

Navigating academia

Definition: When an instructor reflects on what it is like to collaborate and find community in academia.

Example: Teresa talks about coming from a place where information is shared readily amongst colleagues to academia where knowledge is guarded.

Counter-Example: If the instructor does not mention the necessity to navigate academia.

Related Codes: *Female Community in Academia*

Navigating academia as a person of color

Definition: When a student reflects on what it was like coming to college as a first generation person of color navigating the academic space.

Example: Yo Yo mentions feeling overwhelmed by academia.

Counter-Example: A counter example would be if the student says that they are comfortable in the academic environment- maybe even that they've been well-prepared for college.

Needing instructions for choosing

Definition: This code refers to when a student wanted more guidance and more examples to assist in choosing an activity.

Example: Elise said, "I think I would have liked more guidance in choosing an activity, which I think kind of defeats that particular instructor's purpose of us choosing an activity but I wish for more concrete examples of past..."

Counter-Example: A counter example would be if the student did not feel that they needed guidance in choosing. If a student mentioned feeling empowered to choose.

Negotiation

Definition: This code was primarily used to capture the students' act of negotiating coursework with the professor. The exception to this is "Negotiating Power Dynamics," which was coded 4 times from Kari's memos. This code captures Kari's reflection on how sharing power will happen in the process of co-construction.

- Negotiation [9]
- Negotiating Coursework [3]
- Negotiating power dynamics [4]

Example: Micah mentions negotiating coursework with one of their professors: "after I negotiated the contract. It just was less more.. It was less mentally exhausting. It was just refreshing for me"

Counter-Example: n/a

Nervousness about faculty perception of students grading

Definition: This code was used when a student expressed feelings of being judged by their professor if they graded themselves too generously.

Example: In their interview Lizzie said: "But, then I also get nervous because I don't want the professor to think I'm putting the grade just because I also think that's been the most difficult."

Counter-Example: n/a

No benefit to self grading without co creation

Definition:

Example:

Counter-Example:

No contact with other students

Definition: This code was used when a student mentioned not having contact with other students and also when they felt that they did not engage with their peers in the online format.

Example: Hattie said: "I kind of hate to say that I feel a little bit neutral since I don't have as much contact with other students"

Counter-Example: A counter-example would be when a student felt connected through the online platform and the discussion forum.

No stance on freedom

Definition: This code was used when a student didn't have any opinion about their freedom within the course.

Example: Moe said: "So I guess it doesn't, if there are freedoms that I'm lacking, or that I'm not having that I don't notice."

Counter-Example: If a student expressed their views explicitly on their freedom within the classroom.

Not a lot of choice

Definition: This code refers to mention by student of not having a lot of options/or choice

Example:

Robin reflected: "There weren't a ton of choices, but where there were, I appreciated it."
Scarlett said that they felt that there has to be more choice.

Counter-Example: Amandine reflected on feeling empowered by the amount of choice: "you know 20 assignments to choose from, and only 15 of them are the you have to do. So that ability to say "pass," you know, I don't have to tackle that piece, or I don't have to tackle. It is very empowering, and allows me to personalize."

Lizzie mentioned how they liked being able to choose between doing a chapter quiz or discussion post each week.

Related Codes: *choice helps to extend learning, choice as power, choosing relevant coursework, choice as empowering, choice as mixing,*

Not sure about self grading

Definition: This code was used when a student expressed uncertainty or ambivalence to self-grading.

Example: Robin reflected on the importance of self grading and shared: "I don't know how important grading would be. I don't know about grading in a class like that, because I think mastery, so I don't actually know.

Counter-Example: When a student shared that they enjoyed self-grading or even when a student shared that they didn't like self-grading

Related Codes: Self grading as hard, Self grading as too much work,

O

Online as isolating

Definition: This code was used when a student felt a lack of connection to their peers and professor.

Example: Scarlett mentioned twice how taking an online course was a solo journey. She shared: "it's a little bit funky when it comes to online, I think. Just because it is so personal and isolated."

Counter-Example: Contrary to feeling isolated when a student shared how they built connections through an online course or felt connected to their colleagues online.

Related Codes: Difficulty online and with identity

Online co construction as more complex

Definition: When a faculty member shared how communication in the online format regarding co-construction becomes more convoluted.

Example: Patricia shared that many emails getting exchanged about the same question that might be answered more efficiently in a synchronous setting.

Counter-Example: n/a

Related Codes: Co-Construction as messy,

Online format as challenging

Definition: This code was used when a faculty member reflected on the challenges associated with applying the teaching model in an asynchronous format.

Example: Kim shared: " I find the notion of co-construction particularly challenging in a fully online environment." She felt that it was difficult to get students to trust the process.

Counter-Example: n/a

Related Codes: Online co construction as more complex

Operationalizing

Definition:

Example:

Counter-Example:

Others perception of this work

Definition: When a faculty member reflected on what sharing this work was like with others and their response to co-construction.

Example: Kim said that when she shared this work with others their reaction was often regarding how much more work/time it took to participate in co-construction

Counter-Example: n/a

Overcoming struggles with self grading

Definition: When a student reflected on becoming more comfortable with self-grading after initially being intimidated by it.

Example: Jacquelyn felt that she had to let go of the mindset “what is the professor thinking about how I grade myself” in order to become more confident with self-grading.

Counter-Example: n/aa

Related Codes: self-grading promotes growth, agency in self-grading

P

Participating in co-construction

Definition: This code was used when a student or faculty member mentioned how they participated in co-construction.

Example: Amadine discussed negotiating classroom formatting.

Counter-Example: n/a

Related Codes: Negotiation, Negotiating coursework

Perception

Definition: This code was used to reflect how a student or faculty member was perceived, perceived or felt perceived.

- Perception of instructor as caring [3]
- Perception of instructor holding the power [3]
- Perception of peer judgment [3]
- Perception of professor [8]: This code refers to when a student mentions how they see their professor
 - Example: Micah says that students at PSU present themselves as approachable.
- perception of which classes are applicable to co-construction [1]

Example: Micah says that students at PSU present themselves as approachable.

Kim said: “some of my colleagues don't necessarily perceive action research as being true research.”

Counter-Example: n/a

Personal connection to teaching

Definition: This code was used when a faculty member reflected on their connection to teaching.

Example: Dr. Joy said that many of her family member's were teachers. Kim shared that: “This research will allow me to make connections back to my own teaching.”

Counter-Example:n/a

Personal connections help with processing

Definition: This code was used when a faculty member or student related how having a conversation or connection with either a professor or a friend helped them with the process (this might include learning the material, a project, or writing memos)

Example: Teresa mentioned following Saldana's advice in how to write a memo. Scarlett mentioned how having conversations about the material helped them process the material better

Counter-Example: n/a

Related Codes: instructor action as care, personal experience as helpful,

Personal experiences as helpful

Definition: The code “ Personal experience as helpful” refers to when a student reflects on how they were able to use personal experiences to assist in their learning.

Example: Hattie mentioned how her experience working in special education has supplemented her learning experience.

Counter-Example: If a student felt that they were unable to connect personal experiences to what they were learning or if their personal experiences were too unrelated to be helpful.

Related Codes: *Connecting to Personal Experiences.*

Personal Power

Definition: Personal power is connected to the power each person has in their ability to make decisions for themselves and for others. Personal power is highly informed by identity and privilege, more specifically the person’s awareness of this privilege.

Example: Dr. Joy mentions the power that being a cys and able bodied woman gives her.

Counter-Example: n/a

Related codes: systemic power, power and oppression

Power and Oppression

Definition: When an instructor reflects on the paradox of “power-sharing” between faculty and students and questioned whether the curriculum can really ever be co-constructed.

Example: Dr Joy reflected on how, even when co-constructing, the professor still decides the degree to which power is shared.

Counter-Example: Power distribution, power hoarding, student power, sharing power, systemic power, conceptualizing co-construction, give away power, instructor power, unraveling dimensions of power

Power Hoarding

Definition: This code was used to capture a faculty member's reflections on power-hoarding among professors and professors struggling to relinquish power to their students.

Example: Kari mentions how faculty members might be upset to the point of refusing to collaborate with students if it means sharing power.

Counter-Example: comfortable sharing power: when a faculty member shares that they feel comfortable sharing power with the students.

Related codes: give away power, instructor power, unraveling dimensions of power, systemic power, student power,

Power through discourse

Definition: This code was used to capture the idea that power can be shared through listening and having conversations.

Example: Teresa said: "Radical pedagogy seems to be focused on power, possibly demonstrated through discourses."

Counter-Example: n/a

Related codes: negotiation, negotiating coursework

Power w instructor vs power of student

Definition: The code "Power w instructor vs power of student" refers to students and faculty's feelings about where the power lies in the process of co-creation

Example: Patricia reflecting on positionality and sharing power with her students. Lizzie mentions how she felt that choice gave her more power in her learning.

Counter-Example: The absence of any reflection on the power-dynamic between professors and students.

Related Codes: *Abdicating to students, Student Power, Power Distribution, Sharing Power, Give Away Power, Instructor Power, Needing more Balance of Power, Perception of Professor Holding the Power, Confidence in Sharing Power, Negotiating Power Dynamics, Negotiation.*

Preferring online environment

Definition: This code was used when a student mentioned how they preferred the online environment for learning and doing homework.

Example: Lizzie mentioned how they enjoy online discussions because it felt like they could participate more easily as opposed to raising one's hand in class.

Counter-Example: online as isolating, online format as challenging

Related codes: enjoying online discussions, relating to online others presence, digital access as helpful,

Privilege

Definition: This code was used when a faculty reflected on a concept or experience as privilege

Example: Teresa discusses Bryn-Mawr's perspective coming from a privileged private university background and how her perspective on teaching might not be applicable to a public university.

Kari questioned: "For students, is choice a privilege? Or a necessity?"

Counter-Example: n/a

Q

Questioning

Definition: This code was used when a faculty member reflected on their own perspectives and questioned their understanding of pedagogy as well as co-constructed pedagogy.

Example: Dr Joy said: "It makes my role, sometimes complicated, and I wonder if I over complicate things. But it also makes me aware, in questioning the ways that I'm engaging with pedagogy in general."

Counter-Example: n/a

Questioning with self grading

Definition: This code was used when a student questioned their self-grading and whether they were really meeting the objectives of the assignment.

Example: Moe questioned whether the assignment was easy or whether they were making it easy, and how this added worries when self-grading.

Counter-Example: n/a

Related Codes: self-grading and deeper reflection, self-grading accurately, self-grading as confusing

R

Receiving useful feedback

Definition: This code was used when a student mentioned receiving useful feedback on their assignments.

Example: Moe said that they would receive the grade that they gave themselves, but that the professor would also give specific feedback for the assignments.

Counter-Example: feedback needed, wanting more feedback

Related Codes: professor feedback, feedback and self-grading, instructor action as care

Reflecting on co-creation

Definition: The code 'Reflecting on co-creation' refers to a student or faculty member reflecting on the process of co-creation or what co-creation means to them.

Example: From Amadine's interview she feels that when she is completing assignments on her own time then she is participating in co-creation.

Dr. Joy reflects on the power dynamic that exists between student and professors and how that impacts co-creation

Counter-Example: The absence of a student or faculty member mentioning anything about co-creation, the process or what it means to them.

Related codes: *Conceptualizing co-creation, Self-grading as Co-creation, No Co-creation, Unsure of what Co-creation is, Co-creation as Disruptive, Co-creation as Open-ended, Co-Creation DIY experiment*

Reflecting on course content (construction)

Definition: This code was used when a student reflected on the organization of the course of the assignments.

Example: Lizzie mentioned how you need to complete 15 quizzes but you can choose between which to complete.

Counter-Example: n/a

Reflecting on process of self grading

Definition: Students reflecting on how they approached grading themselves.

Example: Jaquelyn reflecting on how she's never graded herself on effort before- but rather how she's been graded on achievement.

Counter-Example: n/a

Reflecting on what they learned

Definition: Student or faculty member reflecting on what they learned from the course and or the process of co-creation.

Example:

Dr. Joy reflected on learning about how to respect student's positions.

Micah reflect on how they wish self-grading would be applicable to other courses

Amadine reflected on how assignments inspired her to think more deeply about things

Counter-Example: A student or faculty member not thinking out or sharing what they got out of an experience.

Reflection as critical to learning

Definition: This code was used for students and faculty members when they mentioned how reflecting helped with the process.

Example: Yo Yo mentioned how reflection has added to what they know and what they were able to share with others.

Counter-Example: n/a

Reflections on online discussions

Definition: This code was used when a student reflected on online discussions

Example: Lizzie enjoyed online discussions and Jacquelyn felt that they were very boring

Counter-Example: n/a

Reflections on teaching

Definition: This code was used when a faculty member discussed their views and reflections through the teaching process.

Example: Kim mentioned that even though she had been very thoughtful about designing tasks, students still had lots of questions.

Tricia reflected on what is “fair” with student grading.

Counter-Example: n/a

Related Codes: teaching online, personal connections to teaching

Resistance to co construction

Definition: This code reflects when a faculty member mentions student’s resisting co-construction or when they anticipate resistance.

Example: Kim said: “But I think I am consistently less prepared to handle the resistance behind that, and to handle the kind of the presupposition that co-construction must be not as good as the teacher laying something out”

Counter-Example: If a faculty member mentions students enjoying co-construction and participating in it willingly.

Related Codes: co-construction as risky, co-construction as messy, co-creation as disruption

S

Scaffolding self grading

Definition: This code reflects faculty members reflection on the importance of scaffolding with self-grading or how to include scaffolding into self-grading

Example: Kim mentions running a task by other faculty or students to ensure that the task is clearly structured.

Counter-Example:n/a

Related Codes: curriculum construction, structuring curriculum, course organization,

Self awareness

Definition: This code was used when a student mentioned being aware of their learning.

Example: Yo Yo saiss: "But I feel it definitely does help you be able to become more aware of how you're learning, and how much you're soaking in, actually."

Counter-Example:n/a

Related Codes: feeling of learning more, self-grading is helpful, self-grading promotes growth, reflecting on self-grading

Self grading accurately

Definition: This code captures two different ideas. It is used once when a student reflected on grading themselves accurately and the second time it is used when a faculty member discusses how students grade themselves.

Example: Teresa discussed how students that did very well would sometimes be harsher in grading themselves.

Counter-Example: n/a

Related Codes: self-grading and deeper reflection, self-grading as accountability

Self grading and deeper reflection

Definition: This code refers to when a student reflects on how self-grading has allowed the opportunity/ or helped them think more critically about what they are learning.

Example: Scarlett mentions how self-grading has helped her think more deeply about her work.

Counter-Example: a counter-example might be when a student feels that self-grading is too much work and detracts from their learning.

Related Codes: *Accountability with Self-grading*,

Self grading

Definition: This code was created to capture the spectrum of feelings associated with self-grading.

- Self grading as complex [4]
- Self grading as confusing [1]
- Self grading as control [2]
- Self grading as hard [1]
- Self grading as less work [1]
- Self grading as liberty [1]
- Self grading as life skill [1]
- Self grading as self expression [1]
- Self grading as too much work [3]
- Self grading as accountability [1]
- Self grading as additional homework [1]
- Self grading as co-creation [2]
- Self grading as extra work [2]

Self grading is:

- Self grading is a useful skill [7]
- Self grading is helpful [5] : This code refers to when a student mentions how self-grading is beneficial or encourages reflection
 - Example: Yo Yo mentioned in their interview that there was a lot more reflection in self-grading than just grading.
- Self grading is not challenging [2]

Example:

Counter-Example: n/a

Related Codes:

Self grading lessons stress

Definition: This code was used when students commented on how self-grading took some pressure off making the task less stressful

Example: Dakota said: “ I definitely feel like probably for most students, it takes the pressure off because it's a clear expectation of what you're being graded on.”

Counter-Example: When a student mentions feelings more anxious about self-grading. Eg.

Related Codes: self-grading as less work

Self grading promotes growth

Definition: This code captures students' reflections on how self-grading and reflection encourages them to do more work and also learn to trust themselves in the grading process.

Example: Robin mentioned that they felt they worked harder when they were asked to think about it.

Counter-Example: self-grading as confusing

Related Codes: self-grading as a useful skill

Setting your own pace

Definition: This code was used to capture a students sentiment about how working asynchronously allowed them to set their own pace in completing the assignments.

Example: Lizzie discussed being able to pause the video in order to take notes which they remarked can be difficult in an in-person class.

Counter-Example: n/a

Related Codes: Time Management, Agency in Learning

Share personal experiences and make connections

Definition: This code refers to how their own personal experiences have helped them connect to the coursework and their colleagues.

Example: Parker mentions how they received speech therapy as a kid because no one could understand them.

Counter-Example: When a student is unable to connect to the coursework or finds the material unrelatable.

Related Codes: *Identity and Curriculum, Personal Experiences as Helpful, Personal Inquiry with Course Content,*

Sharing power

Definition: This code captures two sides of sharing power. In one instance it is used to describe negotiation about faculty and listening to one another. In another instance it was used when questioning faculty members' comfort level in sharing power with students.

Example: Kari mentioned faculty member's potential discomfort in sharing power with students.

Kim discussed feeling that when working in a group of women communication is shared equally- as they listen to each other.

Counter-Example: n/a

Related Codes: collaboration as beneficial, collaboration as anti-competitive, power w instructor vs power w student, power distribution

Struggles with self grading

Definition: This code captures the multitude of feelings students have about having a hard time with self grading.

Example: Moe said that they questioned themselves a lot in the process of grading and whether they were being too lenient in grading or whether they were on the right track.

Counter-Example: self grading as less work, self grading as not hard

Related Codes: Self grading as confusing, self grading as complex, Self grading as hard,

Student feedback

Definition: This code was used when a faculty member mentioned student feedback. It was used to say the benefits of student feedback in curriculum development and how receiving student feedback is useful to scaffolding.

Example: Dr. Joy said: "This research works better than post course student evaluations because the work leaves room for student real time feedback."

Counter-Example: n/a

Related codes: focus on student needs, increasing student engagement

Student to instructor interaction

Definition: This code was used when a student reflected on the relationship between the student and the instructor in an asynchronous environment.

Example: Amandine related: "and so it was a more intimate thing since it was between my instructor and myself. But I think that that was one of the ways in which a teacher can interact with a person and be very, very open to their, their other experiences."

Counter-Example: n/a

Related Codes: getting to know instructor,

Systemic power

Definition: A reflection on the presence of a power system that presides over decision making in academia.

Example: Dr. Joy said: "If we work with a person, or, regardless of the agenda, but if they have bought into some of these oppressive ways of thinking, it doesn't matter what the agenda is, sometimes women actually can be more oppressive. "

Counter-Example: n/a

Related Codes: power and oppression, female community in academia, worry/challenge

T

Taking risks

Definition: this code was used when a faculty member reflected on the process of co-creation as potentially risky.

Example: Teresa mentioned the potential pitfalls making changes without high levels of scaffolding and clear explanations of the intentions of these changes to students. She reflected on how changing the structure of the classroom might impact students who have become skilled in completing courses in a specific way.

Counter-Example:n/a

Teacher communication to students

Definition: This code was used when a student reflected on how they felt connected to the instructor through listening to the instructor read the book.

Example: Amandine said that listening to her professor read the text gave “ the sense that I felt like I was getting to know my instructor.”

Counter-Example: n/a

Teaching online

Definition: this code was used when an instructor reflected on teaching online

Example: Kim mentioned that when COVID hit, courses switched to the online format which she was already familiar with.

Counter-Example: n/a

Technology as a new skill

Definition: This code was used when a student reflected on technology as a new-skill they were learning on how to use.

Example: YoYo mentioned feeling like it was challenging when she was asked to caption videos when she had never done it before

Counter-Example: n/a

Test anxiety

Definition: This code was used when a student reflected on how taking quizzes online relieved their test anxiety.

Example: Lizzie said: "it's a good process and it kind of relieves some of that test anxiety because the only one you're working against is yourself."

Counter-Example: n/a

Time Management

Definition: Time management refers to the impact of time and commitment to time in co-creation. Both students and faculty reflected on the time management aspect of co-creating and partnership work and weighing options and choices in how to manage their time.

Example: Micah says, "How should I manage my time? Or should I just say, deal with the workload and try and get a good grade? Oh, I said, I should probably manage my time because otherwise, I might fail two other classes".

Counter-Example: When a student or faculty member feels they have no choice/agency in deciding a timeline or course of action. [*no exact counter-example presented itself in our study*]

Trusting oneself

Definition: This code was used when a faculty member mentioned how trusting oneself and trusting the students was important in co-creation.

Example: Patricia reflected on how she and her colleagues were learning to trust themselves in the process of co-creation.

Kim reflected on the importance of setting up a classroom based on trust.

Counter-Example:n/a

Trusting the process

Definition: This code was used when a faculty member reflected on the importance of trusting the process of co-creation.

Example: Kim mentioned that even though introducing something has emotional aspects that she noticed how she and her colleagues persevered through it all.

Counter-Example: n/a

U

Uncertain with not having direction

Definition: This code was used to reflect a student's discomfort with self-grading and feeling that self-grading did not provide enough feedback and direction.

Example: Moe said: "not feeling like I have the specific feedback made me feel like I don't know if I missed things that I was supposed to learn."

Counter-Example: n/a

V

Value student voice

Definition: This code was used when a instructor reflected on the importance of the student voice in the process of co-creation

Example: Jennifer mentioned how she tried to construct her class while keeping self-grading and student voice in mind.

Counter-Example:n/a

Voicing feedback is helpful to others

Definition: This code was used when a student mentioned how voicing feedback can positively influence the next generation of students participating in co-creation.

Example: Scarlett said that by voicing feedback forthcoming students will get a good co-creative education.

Counter-Example: n/a

W

Wanting more community

Definition: This code was used when a student mentioned feeling isolated online and wanting more community

Example: Dakota said: “we don't meet, and we don't have lectures, which has been very difficult for me.”

Counter-Example: A counter-example would be when a student talks about building community online.

Wanting relatable examples

Definition: This code was used once when a student mentioned wanting examples of past projects that were relatable. Another time this code was used when a professor acknowledged how in an online conference the professors shared multiple examples from their own courses.

Example: Elise mentioned that for a project, they didn't feel the examples from past students' projects were relatable and they would have appreciated more typical examples of projects.

Counter-Example:n/a

Wants more feedback

Definition: This code was used when a student reflected on wanting more feedback from their instructor.

Example: Elise said: “I didn't get enough feedback from the instructor on what I could be working on better.”

Counter-Example: n/a

Welcoming diversity

Definition: this code was used when a student mentions how a conversation with an instructor gave them an impression that multiple identities were welcome in the classroom.

Example: Amadine discussed how they didn't feel like the textbook had enough diverse examples. They mentioned this to the professor and the professor agreed with how the textbook was limited and validated their feelings

Counter-Example: n/a

Worry/Challenge

Definition: The worry/challenge code came up in faculty memos and is a highly nuanced code. Faculty expresses worry about

- concern about student's level of knowledge to direct their own learning
- Adding more choices initially added to student's stress
- Scant literature as challenge
- Students describe (via faculty's perceptions) survival techniques to current systems and having student's engage in new ways presents access concerns related to time and energy.
 - From faculty perceptions: at time students prefer to maintain past expectations (student's have learned to survive in existing powerless situations - brings up concerns regarding how choice/partnership is enacted (ie course structure). - Teresa Memos, Kim Memos
- Instructor worry that they are missing something, what is enough, what is not enough
- Worry that partnership/interactive learning "takes away from" traditional class time.
- Adjunct faculty member worries about losing their job

Example: Teresa describes, "I'm worried that I'm still missing details and even big ideas. I'm wondering about possible critiques to the students as partners model or ways to avoid possible pitfalls".

Kim describes, "Another challenge is that both my undergraduate and graduate students seem deeply attached to "banking education" per Friere. I often feel I am peeling barnacles off a ship to get them to trust me and try something new that calls for co-constructed rules. I find the notion of co-construction particularly challenging in a fully online environment".

Counter-Example: Although no specific examples come to mind, a counter example of worry or challenge in faculty's perceptions would be if a faculty member describes co-construction as natural/easy without challenge or concern.

