The Effect of Value Co-creation on Student Benefits: A Systematic Literature Review

SHWE YI WIN[1], SANN LWIN MOE[2], SANDAR[3]
[1]Faculty of Business and Communication, INTI International University,
Negeri Sembilan,
MALAYSIA

[2]Faculty of Data Science and Information, INTI International University,
Negeri Sembilan, MALAYSIA

[3] Faculty of Business Studies, Meiktila University of Economics,
Meiktila,
MYANMAR

Abstract: - This paper aims to explore the benefits of value co-creation for students in higher education by developing key drivers, types, and challenges via Systematic Literature Review (SLR). It also defines the key priorities for future research. It used 22 peer- reviewed journals and articles between 2015 and 2024 using PRISMA on Google Scholar, ResearchGate, Springer, and Taylor & Francis. It found that student engagement, collaborative pedagogy, institutional support, trust, curriculum flexibility, and technology are the key drivers for the value co-creation of higher education. According to the analysis of the literature, there is a suggested typology including co-creation through pedagogy, curriculum, assessment, relationships, and technology. It is evident from the findings that co-creation has a positive effect on student involvement, critical thinking, motivation, and development of transferable skills. However, obstacles connected with the issue of power, institutionalization, scarcity of resources, and unequal access to technology are still to be tackled. It can be concluded that further research is needed regarding the development of a standard theoretical framework and empirical evidence.

Key-Words: - Value co-creation, higher education, student engagement, co-created curriculum, student-faculty partnership, collaborative learning, technology-enhanced learning

Received: April 14, 2026. Revised: May 27, 2026. Accepted: June 29, 2026. Published: November 9, 2026.

1 Introduction

[1] describes value co-creation as a collaborative process where various stakeholders, including students, instructors, and institutions, use their assets, knowledge, and shared experiences to create value together. Value co-creation is gaining increasing attention in sectors like higher education and other industries today. Higher education institutions utilize value co-creation to enable students and instructors to work together on improving curricula, learning activities, and institutional operations. It involves learners and educators jointly building knowledge, contrasting with traditional education systems that deliver knowledge in a one-way direction from instructor to student [2]. The integration of multiple perspectives fosters excellent educational outcomes, engaging students and enhancing their critical thinking skills [1].

The idea of value co-creation through interactions between service providers and consumers originated from the business and marketing field within the service-dominant logic (SDL) perspective, according to [3]. Academic researchers have applied this concept to higher education to transform students from mere information consumers into active learners. Many educational institutions worldwide are adopting co-creation methods more frequently because they have found that student involvement leads to improved academic performance, increased enjoyment, and better graduate employment prospects [3].

Modern student-focused learning in education requires value co-creation, making it essential for higher education institutions. Co-creation gives students a sense of ownership by making them more interested in what they're learning and helping them learn more deeply [4]. This approach also makes acquiring key skills like teamwork, problem-solving, and flexibility easier [5].

Value co-creation helps educational institutions become more effective by focusing on developing offerings that meet industry requirements. The process of student involvement in curriculum design and pedagogical innovation at universities provides better resources for closing skill gaps and preparing students for the job market [6]. Developing an inclusive learning environment results from co-creation activities that promote diverse perspectives and establish shared learning practices [7].

The study of value co-creation processes in institutions of higher learning requires further research, even though there has been growth in scholarly interest. No comprehensive literature review on this topic exists; nevertheless, individual studies highlight important aspects of value co-creation. In-depth research is needed to understand value co-creation processes in higher education and to fill the current knowledge gap. This study aims to address four key objectives:

(1) to establish drivers that enable value co-creation in higher education,

(2) to develop types of value co-creation in higher education,

(3) to examine obstacles to the value creation process and student benefits of value creation in higher education, and

(4) to propose research priorities for future work.

The research aims to develop a comprehensive guide by achieving its objectives so that practitioners and researchers can maximize student benefits through value co-creation strategies.

Research gains importance due to increasing demands on higher education institutions to deliver sustainable educational experiences that are of high quality and have a significant impact. Due to the rapid change in students' expectations on education, workplace requirements, and technological enhancement, this study mainly focuses on value co-creation mechanisms. This systematic literature review aims to support the continuous development of higher education and student- oriented learning environments.

2 Literature Review

[8] explains that co-creation serves as an inclusive, collaborative process of planning and decision-making that enables all participants to implement expected changes and improvements. Higher education institutions have adopted this teaching approach because they see students as proactive learners rather than passive recipients of knowledge. Education centers that involve students in curriculum planning, along with providing feedback channels and experiential learning opportunities, act as value co-creation platforms in higher education institutions [9].

Research shows that involving students in co-creation activities leads to better academic achievements and higher satisfaction levels related to their studies, as well as increased employability skills [10]. The combination of participatory approaches helps students form practical connections between educational offerings and business needs [11]. Students who participate in co-creation activities develop stronger self-efficacy and intrinsic motivation, which, in turn, improve their engagement and retention rates, according to [12]. Organizations that promote co-creative frameworks build stronger innovation ecosystems alongside improved community relationships, thereby increasing social influence [13].

Implementing co-creative methods in educational programs faces two main obstacles, as described by [14]: First, it can lead to capacity issues in process development due to program variations, and second, there is resistance from established academic staff. The flexible educational system backed by value co-creation helps students gain better benefits and prepares them for future challenges, according to research. Higher education institutions need to adopt co-created methods for student growth because this fosters empowerment in an evolving professional landscape.

3 Methods

This study conducts a systematic literature review (SLR) focused on examining recent research on value co-creation in higher education. The systematic approach decreases review effort while providing detailed, repeatable investigations that can be easily replicated [15]. The review process follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, including high-quality relevant studies as outlined by [16]. Based on the purpose of this review, the following research questions were developed:

Q1: What are the key drivers of value co-creation in higher education?

Q2: What types of value co-creation exist in higher education?

Q3: What are the main challenges in the value co-creation process and the benefits for the students?

Q4: What research priorities should be considered for future studies on value co-creation in higher education?

3.1 Study Selection and Eligibility Criteria

Google Scholar, ResearchGate, Springer, Scopus, and Taylor & Francis will be used to search for articles for this study. The following keywords were used for searching the literature:

1. Value co-creation
2. Drivers for value co-creation
3. Co-created curriculum
4. Co-created learning outcomes
5. Student participation in higher education
6. "Value co-creation" or "co-created curriculum" or "co-created learning outcomes" or "student participation" and "higher education."

The articles are selected from the sources of conference proceedings, reviews, and journal articles. However, the study does not include books, dissertations, and reports to be readable in a short time. In addition, the eligibility criteria were consistently applied to all reports to reduce the possibility of selection bias, as illustrated in Table 1. Ultimately, 22 articles were included in the comprehensive review of this research. Each selected article was thoroughly examined to extract pertinent data that addressed the research questions. The results will respond to each of the research questions sequentially. Figure 1 shows the PRISMA flow diagram for the study.

Table 1. Inclusion and Exclusion Criteria for Literature Review

Inclusion Criteria	Exclusion Criteria
Articles must be written in English.	Articles are written in other languages.
Articles are published from 2015 to 2024.	Articles were published before 2015 and after 2024.
Articles published in conferences and journals.	Articles published on news websites, magazines, and other unreliable sources.
Articles focus on Higher Education.	Articles focus on other industries.

Source: created by the authors

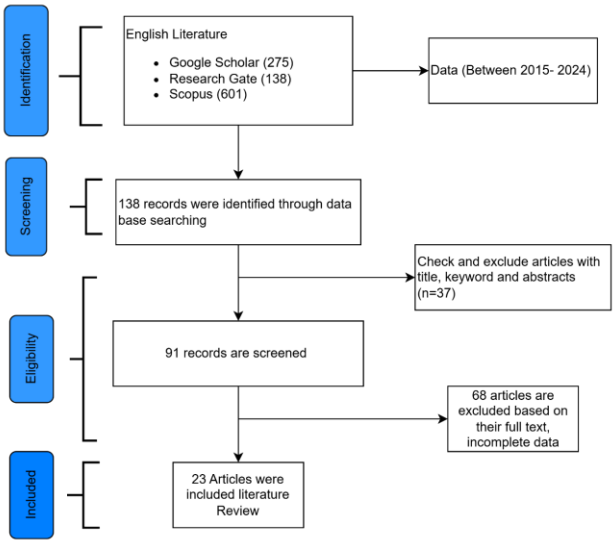


Fig. 1: PRISMA Flow Diagram for Systematic Literature Review

Source: created by the authors

Table 2. shows the databases by year that were selected by the eligibility criteria to meet the purpose of this study. The 22 studies included in this review are [2], [4], [10], [14], and [17]–[34]

Table 2. Summary of Eligible Studies from SLR

Database	Year	Study	Benefits	Challenges
Google Scholar	2018	[17]	Yes	No
	2019	[4]	Yes	Yes
	2021	[18]	Yes	No
	2021	[19]	No	Yes
	2023	[20]	Yes	Yes
	2024	[21]	Yes	Yes
ResearchGate	2016	[22]	Yes	Yes
	2016	[23]	Yes	No
	2016	[24]	Yes	Yes
	2017	[25]	Yes	No
	2018	[26]	Yes	Yes
	2021	[27]	Yes	Yes
	2024	[28]	Yes	Yes
	2024	[29]	Yes	Yes
	2018	[30]	Yes	Yes
	2021	[10]	Yes	No
	2024	[14]	Yes	Yes
Taylor & Francis	2021	[31]	Yes	Yes
	2023	[32]	Yes	No
Science Direct	2015	[33]	No	Yes
	2016	[34]	No	Yes
Springer	2020	[2]	Yes	Yes

Source: created by the authors

4 Results and Discussion

This section discusses four main research questions related to value co-creation in higher education. First, it establishes drivers that enable value co-creation in higher education. Second, it develops types of value co-creation in higher education. Third, it examines obstacles to the value creation process and the student benefits of value creation in higher education. Last, it supports the research priorities for future study.

Objective 1: to establish drivers that enable value co-creation in higher education

Active Student Engagement and Participation: The study of value co-creation processes in institutions of higher learning requires further research, despite growing scholarly interest. While there is no comprehensive literature review on this topic, there are important findings about the value of co-creation in terms of knowledge generation, evaluation, and curriculum development highlighted in [17] and [23]. Collaborative Methods: The use of cooperative pedagogical methods, where the teacher and students work together in the learning process. The findings from [4] and [31] highlight the need for communication, feedback, and joint decision-making in the co-creation process.

Institutional Support and Governance Structures: Policies, commitment of part of leadership, and allocation of resources in higher education are critical in the maintenance of co-creation initiatives [20] and [28].

Trust, Communication, and Relationship Quality: Extensive literature emphasis is given to the relational aspects, such as trust, transparency, and open communication. As has been demonstrated in [18] and [10], when working relationships are not effective, there is a lack of mutual respect and channels of communication that will only work if they are functional.

Curriculum Flexibility and Co-Design Opportunities: Another significant driver is the flexibility of curriculum design based on students' needs. It plays a key role in fostering shared ownership of learning experiences [32].

Technology- Enhanced Learning Environments: The other enabling mechanisms are found to be digital platforms and tools. [14] propose that technology facilitates interaction, collaboration, and scalability of co-creation practices, and it is especially relevant in online and blended learning.

Objective 2: To develop types of value co-creation in higher education

Pedagogical co-creation: It highlights students' active participation in the learning process and is the most well-known and generally recognized type of value co-creation. Research by [23] and [4] demonstrates that pedagogical co-creation enhances learning, critical thinking, and student involvement. The collaborative teaching techniques appear to be fundamental to value co-creation, and the benefits listed support the idea that it is important to the value co-creation concept in general.

Curriculum Co-Design: Value co-creation in the classroom, however, is related to the concept of curriculum co-design. It entails students developing a curriculum. It is said that students should be included in curriculum development, as this will make them feel that they own the curriculum and will be motivated [25]. Nevertheless, the literature indicates that such challenges as institutional policies and standard accreditation processes are also associated with curriculum co-design. This is the reason why there are both advantages and disadvantages associated with curriculum co-design. This strategy is regarded as an essential step towards more committed collaborations.

Assessment Co-creation: Assessment co-creation involves co-creating assessment methods, including assessment criteria and feedback processes between learners and teachers. To promote self-regulated learning and responsibility, the students should participate in the assessment design, as stated by [31]. There are considerable hurdles to this approach, including conflicting academic expectations and student contributions, as well as the power imbalance between faculty and students. As revealed in the reviewed studies, the assessment co-creation process has both positive and negative effects, and thus it is crucial to carefully apply the assessment co-creation method and to set institutional rules.

Relational Co-creation: The above principle stresses the significance of interpersonal communication as part of the value creation process, involving aspects such as mutual trust and respect. According to [18] and [32], good communication and building trust are key in reducing power differences and making teamwork possible. Good relationships are vital in order for any other form of co-creation process to work effectively. Relational co-creation can therefore be seen as the backdrop against which other forms of co-creation operate.

Technology-enabled co-creation: It is the increased involvement of digital platforms and tools in the communication and learning process in higher education. [14] demonstrates that technology provides greater scalability and accessibility to the practice of

co-creation, especially in blended and entirely online environments. Nonetheless, disadvantages like digital inequality, technological preparedness, and different levels of digital literacy can determine the performance of this category. However, the growing significance of technology in recent research shows that it is becoming a vital source and facilitator of value co-creation in contemporary higher education systems.

Objective 3: To examine obstacles to the value creation process and student benefits of value creation in higher education.

The results show that value co-creation in higher education provides significant benefits to students, but it also faces certain implementation challenges. From the standpoint of benefits, the literature consistently shows that value co-creation increases student engagement and motivation by involving students in the educational process, transforming them from passive recipients to active contributors [23]. Active student participation in the educational process enhances critical thinking as students engage in dialogue, collaboration, and knowledge production [4]. Additionally, involving students in curriculum design and assessment fosters a strong sense of ownership, empowerment, and accountability [17]. Beyond cognitive advantages, value co-creation also positively impacts the development of transferable skills and improves relationships between students and faculty, with increased trust and interaction [18].

Nevertheless, with these advantages, there are a number of barriers to the successful execution of value co-creation. Part of the main problem is that power imbalances between students and faculty persist, which might limit actual participation and turn co-creation into a mere symbolic act [35].

Another significant challenge is institutional rigidity, especially in curriculum, assessment methods, and bureaucracy, which reduces opportunities for collaboration. Additionally, co-creation processes can be labor-intensive, time-consuming, and require institutional support and effort, which is not always available. The resistance of faculty and institutions to change also hinders adoption, particularly where there is a strong faculty tradition in the way teaching is carried out. The issue of preserving the standards of quality of academic performance is also a cause for concern when students are engaged in the design of assessments, which raises questions of reliability and quality [31].

Besides, the rising use of digital tools creates technological issues, such as unfair access to opportunities and differing degrees of digital literacy.

In general, these results indicate that the value of co-creation has great educational value for students; however, the success of its introduction relies on the capacity of colleges and universities to overcome structural, relational, and technological obstacles that can impede a meaningful partnership.

Objective 4: To propose research priorities for future work.

Following this research, several priorities are identified to further advance the understanding and implementation of value co-creation in higher education. Primarily, there is a need for greater conceptual integration and theoretical development. The concept of value co-creation is gaining increasing traction in the literature, but there are inconsistencies in the definition as well as the operationalization. Future studies need to create a common framework and measurement models for value co-creation, based on theories of value creation drivers like the Service-Dominant Logic.

Second, the fact that future studies need to be directed towards empirical validation with diverse and rigorous techniques deserves to be mentioned. Much of the available literature is based on qualitative or conceptual studies, which are in need of quantitative, mixed-methods, and longitudinal research to establish causal relationships and the long-term impact of co-creation practices. In particular, scholars will be able to study the influence of various forms of co-creation on student achievement, campus performance, and the overall impact on society in the long run.

Third, the contextual and cultural differences that have been observed in techniques of value co-creation should be critically analyzed. Most studies have been conducted in a particular institutional and geographic context, which cannot support a wider audience. What's next is to investigate co-creation in other learning contexts such as online learning, in less developed countries and in other subjects.

Fourth, more research is needed to explore in detail the institutional and structural supports and barriers. While this study has highlighted some of the barriers, including power, institutional rigidity, and resources, further research should focus on how to overcome barriers. This will include leadership, policy, and organizational mechanisms for promoting co-creation.

Fifth, how emerging technologies help in the co-creation of value is a promising field of future research. As the use of digital platforms, artificial intelligence, and immersive learning environments grows, a research question ought to be investigated into how these technologies can complement

collaboration, personalization, and scalability of co-creation practices, and also address digital inequality and ethical issues.

And finally, the involvement of numerous stakeholders in the co-creation process needs to be included in further research. In spite of the fact that much of the current literature focuses on student-faculty interactions, the contribution of the other stakeholders in the value creation process, such as industry partners, policymakers, and communities, is slowly gaining prominence. By extending co-creation to these actors, it becomes possible to get a more comprehensive picture of the way in which value is created both inside and outside of higher education systems.

5 Conclusion

This study aimed to explore the context of value co-creation in higher education by identifying the key drivers and types, and exploring the benefits and challenges related to this phenomenon.

In the results, the key drivers are a mix of factors related to students' engagement, collaborative pedagogy, institutional support, trust-based relations, curriculum flexibility, and the use of technology. This mix of drivers allows for the shift from the traditional instructor-centered approach to a more collaborative and student-centered approach. Based on this analysis, the study introduces a multi-dimensional typology of the practices related to value co-creation. This typology includes pedagogical co-creation, curriculum co-design, assessment co-creation, relational co-creation, and technology-enabled co-creation. This typology suggests that the phenomenon of value co-creation exists on various levels related to the educational system.

Moreover, the results indicate that value co-creation is associated with high levels of student benefits, in the form of greater engagement, better critical thinking, greater motivation, and transferable skills. Simultaneously, the paper reveals numerous barriers that can impede the successful execution of the study, namely, power disparities, institutional inertia, resource scarcity, change resistance, and technological issues. These results are some of the factors that support the need to balance enabling factors with contextual constraints to attain meaningful and sustained co-creation outcomes.

Moreover, the study contributes to existing literature by providing further information on the priorities for future research, especially the need for a more comprehensive theoretical representation, intensive empirical studies, and more extensive contextualization. The increasing importance of digital technologies and the involvement of different stakeholders also highlight the evolution of value co-creation in higher education and the need for more flexible and accommodating approaches.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this work, the author(s) utilized artificial intelligence (AI) technologies solely for the purpose of linguistic refinement and grammatical correction. Following the application of these tools, the author(s) comprehensively reviewed, verified, and edited the resulting text. The author(s) maintain full accountability and responsibility for the accuracy, integrity, and final content of the publication.

References:

[1] Prahalad, C.K., & Ramaswamy, V. Co-creation experience: the next practice in value creation. Journal of Interactive Marketing18 (3), 5-14, 2004. http://dx.doi.org/10.1002/dir.20015

[2] Bovill, C. Co-creation in learning and teaching: the case for a whole-class approach in higher education. Higher Education, 79 (1), 1023-1037, 2019. https://doi.org/10.1007/s10734-019-00453-w

[3] Vargo, S. L., & Lusch, R. F. Evolving to a new dominant logic. Journal of Marketing, 68 (1), 1-17, 2004. http://dx.doi.org/10.1509/jmkg.68.1.1.24036

[4] Dollinger, M., Lodge, J.M., & Coates, H. Co-creation in higher education: towards a conceptual model. Journal of Marketing for Higher Education, 28 (3), 210-231, 2018. http://dx.doi.org/10.1080/08841241.2018.1466756

[5] Healey, M., Flint, A., & Harrington, K. Engagement through partnership: students as partners in learning and teaching in higher education. Higher Education Academy, 2014. https://www.researchgate.net/publication/264240134_Engagement_through_partnership_students_as_partners_in_learning_and_teaching_in_higher_education (Accessed Date: December 5, 2025).

[6] Matthews, K. E. Students as partners: reconceptualising the role of students in curriculum development. Final Report 2020, Department of Education, Skills and Employment, Canberra, 2021. https://nla.gov.au/nla.obj-2999746907 (Accessed Date: September 24, 2026).

[7] Ryan, A. and Tilbury, D. Flexible Pedagogies: New Pedagogical Ideas. Higher Education Academy, York, 2013. https://eric.ed.gov/?id=ED561334 (Accessed Date: September 24, 2026).

[8] Mahgoub, K. E., Murkaz, E., Idris, M., Hassan, M., & Aman, S. Co-creation in higher education amid times of war: exploring the role of student representatives at the faculty of law at the University of Khartoum, 2025. https://doi.org/10.1007/978-3-031-66316-1_10

[9] Galvagno, M,, & Dalli, D. Theory of value co-creation: a systematic literature review. Managing Service Quality, 24 (6), 643-683, 2014. http://dx.doi.org/10.1108/MSQ-09-2013-0187

[10] Nguyen, L. T. K., Lin, T. M. Y., & Lam, H. P. The role of co-creating value and its outcomes in higher education marketing. Sustainability, 13, 6724, 2021. https://doi.org/10.3390/su13126724

[11] Chemi, T., & Krogh, L. Co-creation in Higher Education: Students and Educators Preparing Creatively and Collaboratively to the Challenges of the Future. Sense Publishers, 2017. https://doi.org/10.1007/978-94-6351-119-3

[12] Dziewanowska, K., & Kacprzak, A. The influence of engagement in value co-creation on e-learning experience and student satisfaction: An empirical study. Marketing of Scientific and Research Organization, 48 (2), 61-80, 2023. http://dx.doi.org/10.2478/minib-2023-0010

[13] Omland, M., Hontvedt, M., Siddiq, F., Amundrud, A., Hermansen, H., Mathisen, M. A. S., Rudningen, G., & Reiersen, F. Co-creation in higher education: a conceptual systematic review. Higher Education, 2025. http://dx.doi.org/10.1007/s10734-024-01364-1

[14] Narot, P., & Kiettikunwong, N. Value co-creation: a strategy for enhancing inclusiveness in special education. Education Science, 14 (2), 208, 2024. http://dx.doi.org/10.3390/educsci14020208

[15] Tranfield, D., Denyer, D., & Smart, P. Towards a methodology for developing evidence- informed management knowledge by means of systematic review. British Journal of Management, 14(3), 207-222, 2003. https://doi.org/10.1111/1467-8551.00375

[16] Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. PLoS Medicine, 6 (7), e1000097, 2009. https://doi.org/10.1371/journal.pmed.1000097

[17] Lubicz-Nawrocka, T., & Bovill, C. Do students experience transformation through co-creating curriculum in higher education. Teaching in Higher Education, 28 (7), 1744-1760. 2023. https://doi.org/10.1080/13562517.2021.1928060

[18] Leem, B. An effect of value co-creation on student benefits in COVID-19 pandemic. International Journal of Engineering Business Management, 13, 1-16. 2021. https://doi.org/10.1177/18479790211058320

[19] Costa, S. C., Pereira, F., et al. Demola co-creation approach: The students' Perspective. 7th International Conference on Higher Education Advances, 2021. http://dx.doi.org/10.4995/HEAd21.2021.13090

[20] Cabral, A., Fuller, S., Wilde, J. D., Khama, K. A., & Melsen, M. Curriculum enhancement through co-creation: Fostering student-educator partnerships in higher education. International Journal for Students as Partners, 7 (2). 2023. https://doi.org/10.15173/ijsap.v7i2.5280

[21] Okuogune, A., & Toledano, N. Co-creation in sustainable entrepreneurship education: lessons from business- university educational partnerships. Sustainability, 16, 2272. 2024. https://doi.org/10.3390/su16062272

[22] Bell, A. Students as co-inquirers in Australian higher education: Opportunities and challenges. Teaching and Learning Inquiry, 4 (2), 2016. https://doi.org/10.20343/teachlearninqu.4.2.8

[23] Bovill, C., Felten, P., Cook-Sather, A., & Millard, L. Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student- staff partnerships. High Educ 71, 195–208 (2016). https://doi.org/10.1007/s10734-015-9896-4

[24] Hasan, N., & Rahman, A. A. Exploring factors that influence customer engagement in value co-creation in higher education institutions using online platforms. Journal of

Theoretical and Applied Information Technology, 90 (2), 247-260, 2016.

[25] Lubicz-Nawrocka, T. From Partnership to Self-Authorship: The Benefits of Co-creation of the curriculum. International Journal for Students as Partners, 2 (1). 2018.

[26] Anderson, L., & Barrineau, S. Learning "betwixt and between": Opportunities and challenges for student- driven partnership. International Journal of Students as Partners, 2 (1), 2018. https://doi.org/10.15173/ijsap.v2i1.3224

[27] Rahmat, N. H. The influence of online environment on learners' behaviour and learning environment. International Journal of Academic Research in Business and Social Sciences, 13 (6), 695-716, 2023. https://doi.org/10.6007/IJARBSS/v13-i6/17113

[28] Campbell, F., & Rogers, H. Co-creation: a collaborative odyssey in dental education with students at the helm. British Dental Journal, 237 (6), 489-493, 2024. https://doi.org/10.1038/s41415-024-7849-y

[29] Jones- Tinsley, S., Lister, K., Riva, E., & Hartley, A. Positive digital communities, and the benefits and challenges of co-creation with students from underrepresented groups in higher education. In: Proceedings Of The 17th Annual International Conference of Education, Research and Innovation (ICERI 2024), 8373-8383, Seville, Spain, 2024. https://doi.org/10.21125/iceri.2024.2067

[30] Murray, N. Understanding student participation in the internationalized university: Some issues, challenges, and strategies. Education Science, 8 (96), 2018. http://dx.doi.org/10.3390/educsci8030096

[31] Konings, K. D., Mordang, S., Smeenk, F., Stassen, L., & Ramani, S. Learner involvement in the co-creation of teaching and learning: AMEE Guide No. 138. Medical Teacher, 43 (8), 924-936. 2021. https://doi.org/10.1080/0142159X.2020.1838464

[32] Lubicz- Nawrocka, T. Co-creation of the curriculum: Challenging the status quo to embed partnership. The Journal of Educational Innovation Partnership and Change, 3 (2), 2017. https://doi.org/10.21100/jeipc.v3i2.529

[33] Giner, G. G., & Rillo, A. P. Structural equation modelling of co-creation and its influence on the student's satisfaction and loyalty towards university. Journal of Computational and Applied Mathematics, 291, 257-263. https://doi.org/10.1016/j.cam.2015.02.044

[34] Ribes-Giner, G., Perello-Marin, M. R., & Diaz, O. P. Co-creation impacts on student behavior. Procedia- Social and Behavioral Sciences 228, 72-77, 2016. https://doi.org/10.1016/j.sbspro.2016.07.011

[35] Hasan, N., Rahman, A., & Saeed, F. Motivations for value co-creation in higher education Institutions using online platforms: case of Idea Bank. Journal Teknologi, 73 (2), 61-66, 2015. https://doi.org/10.11113/jt.v73.4194

Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

The authors contributed equally to the present research, at all stages from the formulation of the problem to the final findings and solution.

Sources of Funding for Research Presented in a Scientific Article or Scientific Article Itself

No funding was received for conducting this study.

Conflict of Interest

The authors have no conflicts of interest to declare that are relevant to the content of this article.

Creative Commons Attribution License 4.0 (Attribution 4.0 International, CC BY 4.0)

This article is published under the terms of the Creative Commons Attribution License 4.0 https://creativecommons.org/licenses/by/4.0/deed.en_US