



Encouraging and valuing students' creativity through a life-wide curriculum

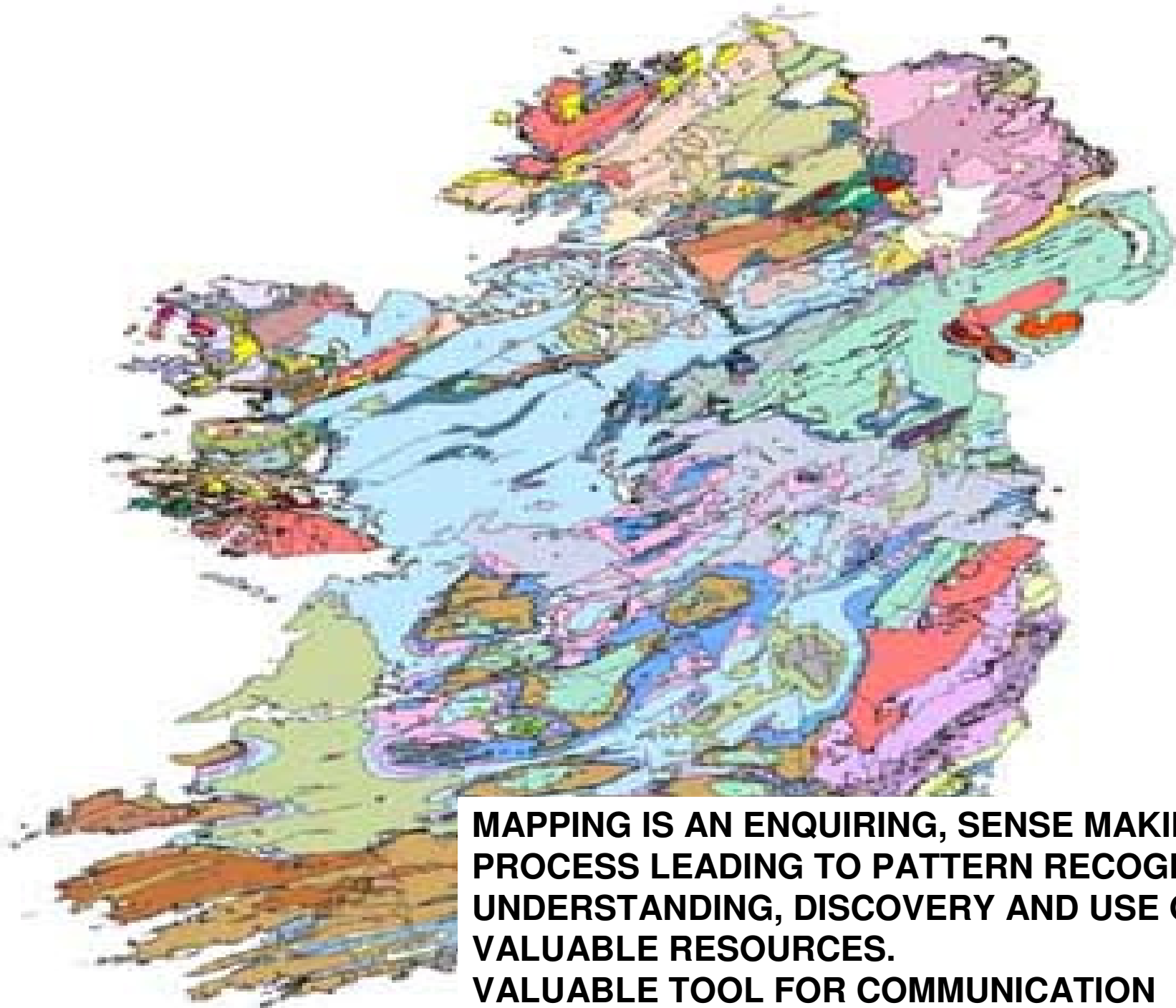
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University of Surrey, Guildford, England*

<http://imaginativecurriculumnetwork.pbworks.com/>
<http://lifewidelearning.pbworks.com/>

MAPPING CREATIVITY IN HIGHER EDUCATION IN IRELAND

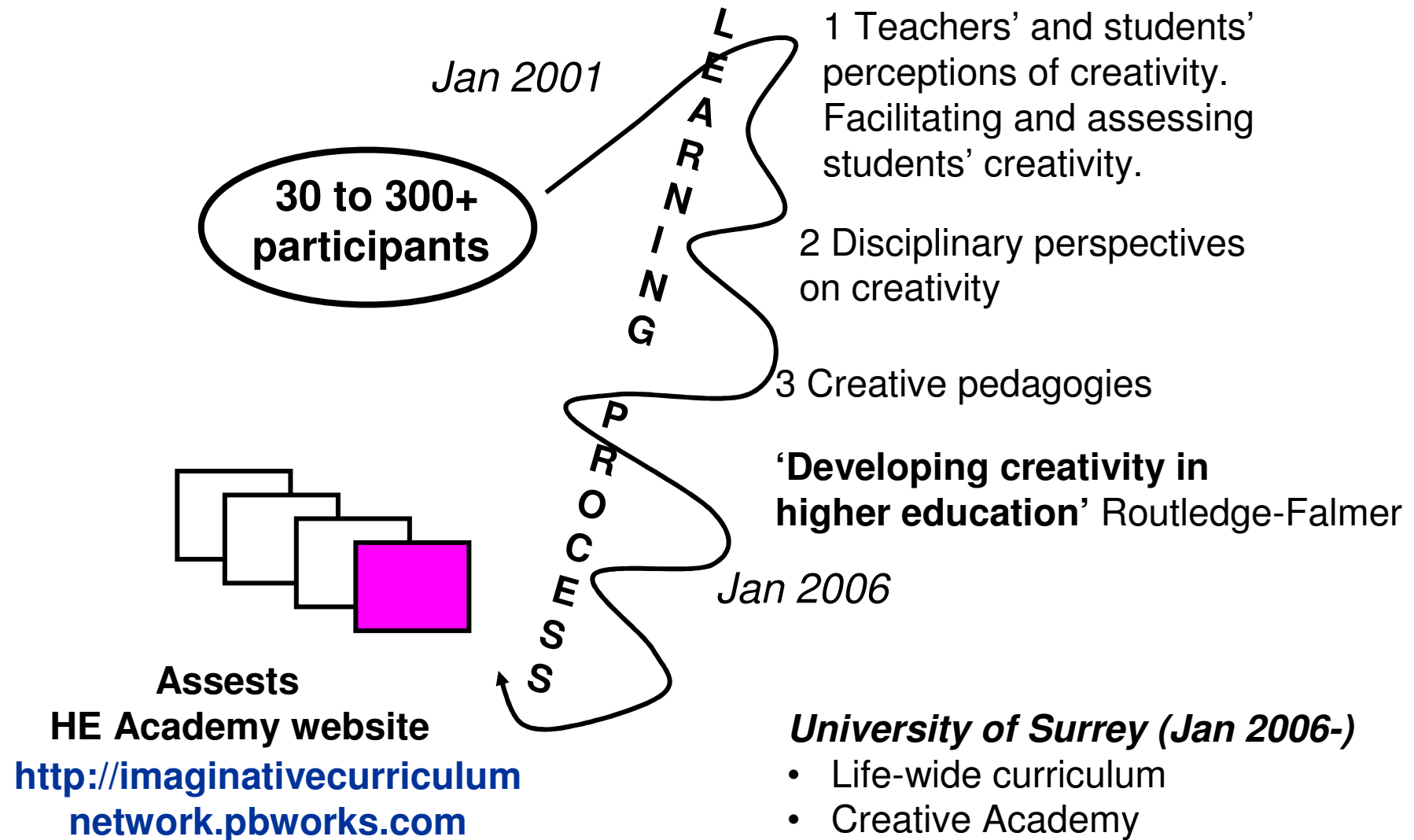


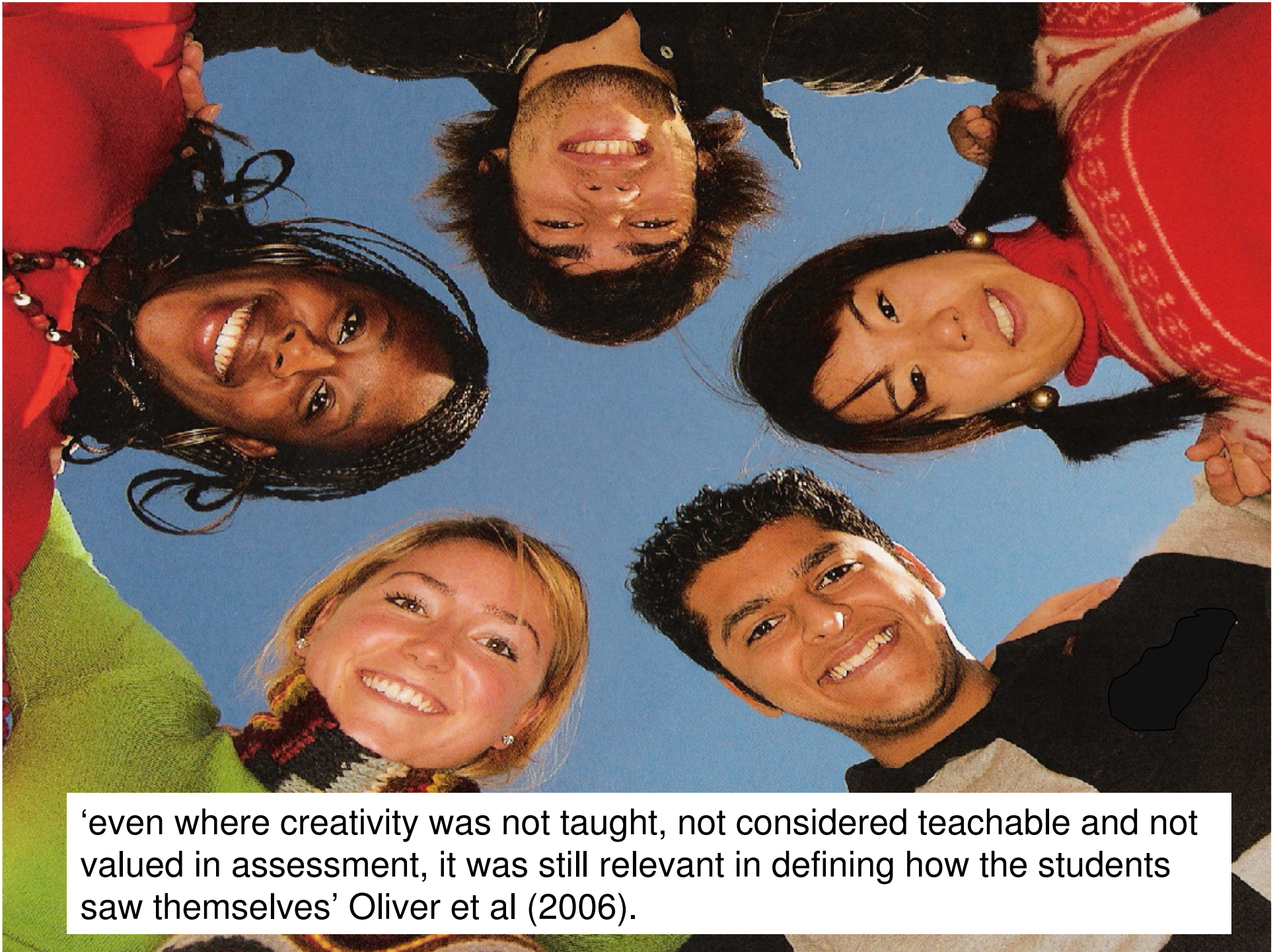


**MAPPING IS AN ENQUIRING, SENSE MAKING
PROCESS LEADING TO PATTERN RECOGNITION,
UNDERSTANDING, DISCOVERY AND USE OF
VALUABLE RESOURCES.
VALUABLE TOOL FOR COMMUNICATION**

Imaginative Curriculum network: social structure for learning

Goal – to raise awareness of importance of creativity in higher education





‘even where creativity was not taught, not considered teachable and not valued in assessment, it was still relevant in defining how the students saw themselves’ Oliver et al (2006).

a starting point for creativity

p

Developing new knowledge, connecting it to existing knowledge and re-contextualising it for a purpose...

o

*Conversations – home, students, colleagues,
on-line survey students' views
your stories and views*

r

*Google searches –
Flickr (photosharing), YouTube, Slideshare.net, Wordle.net/*

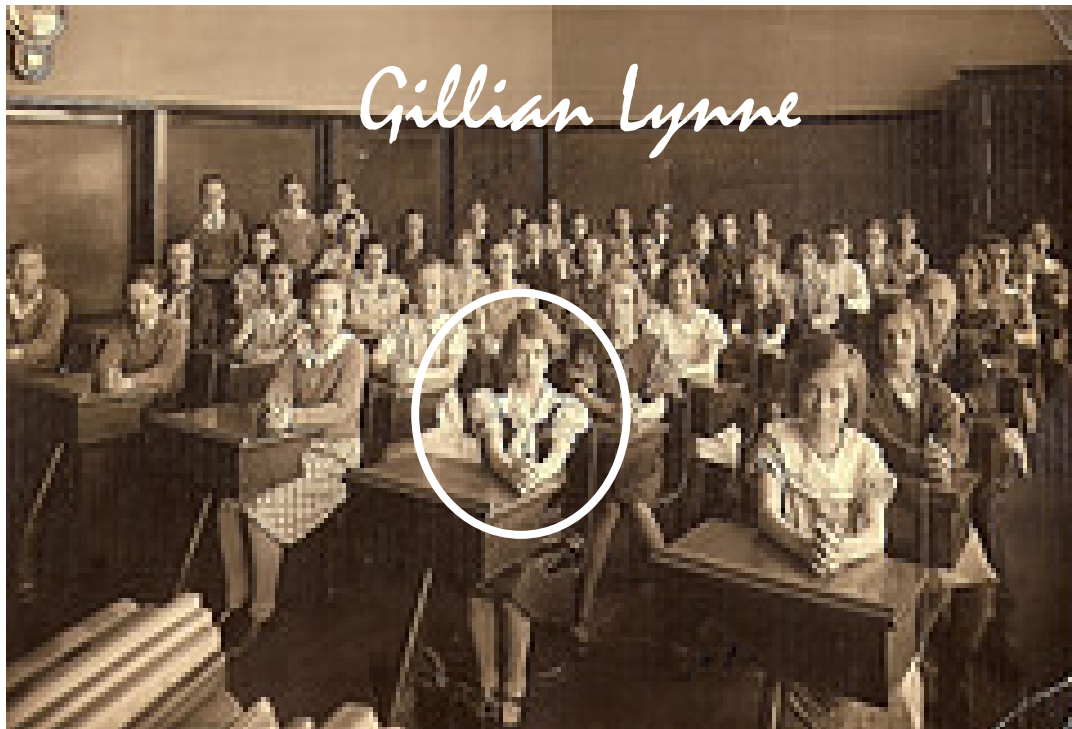
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*Today?
Tomorrow?*

a site for creative action

productive enquiry

*Finding out the things you need to find out in order
to do the things you need to do (John Dewey)*





Royal Ballet days



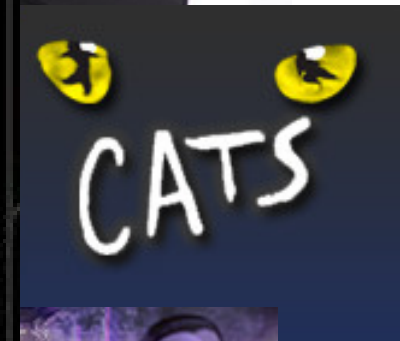
With Errol Flynn in
The Master of Ballantrae



Claudine
in Can Can

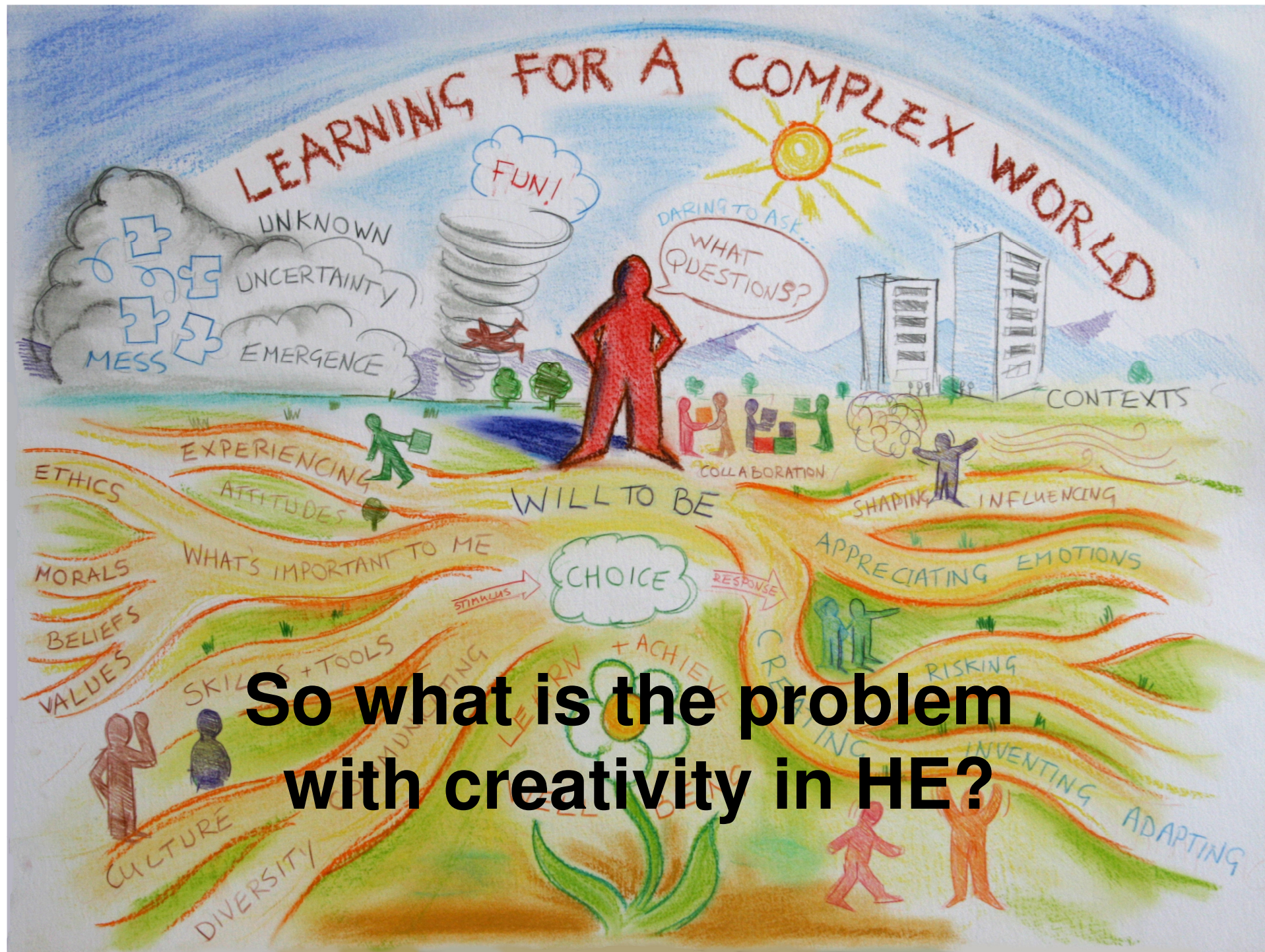


1981

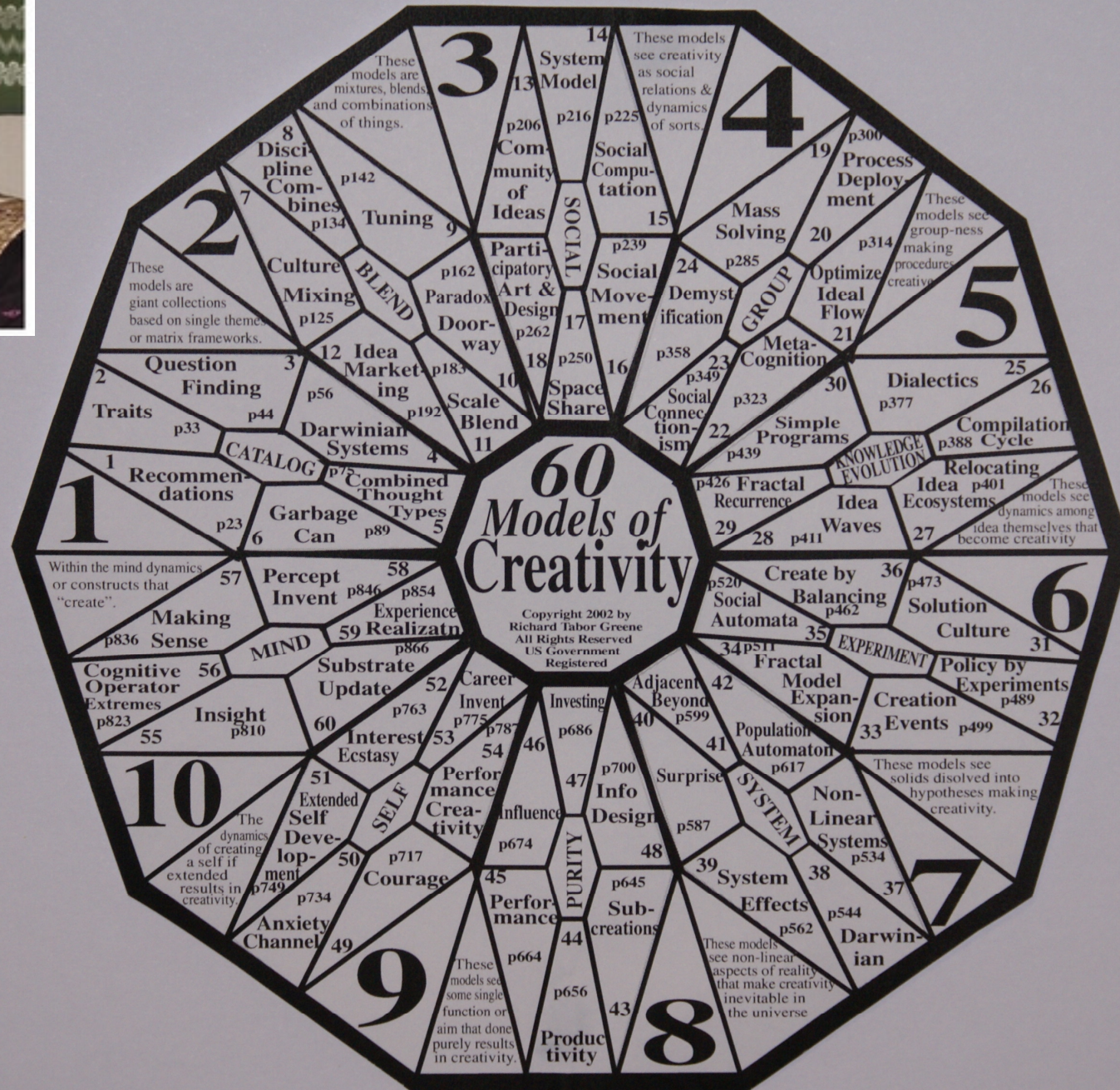


1950's





**So what is the problem
with creativity in HE?**



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