Developing Creativity through Life-Wide Education
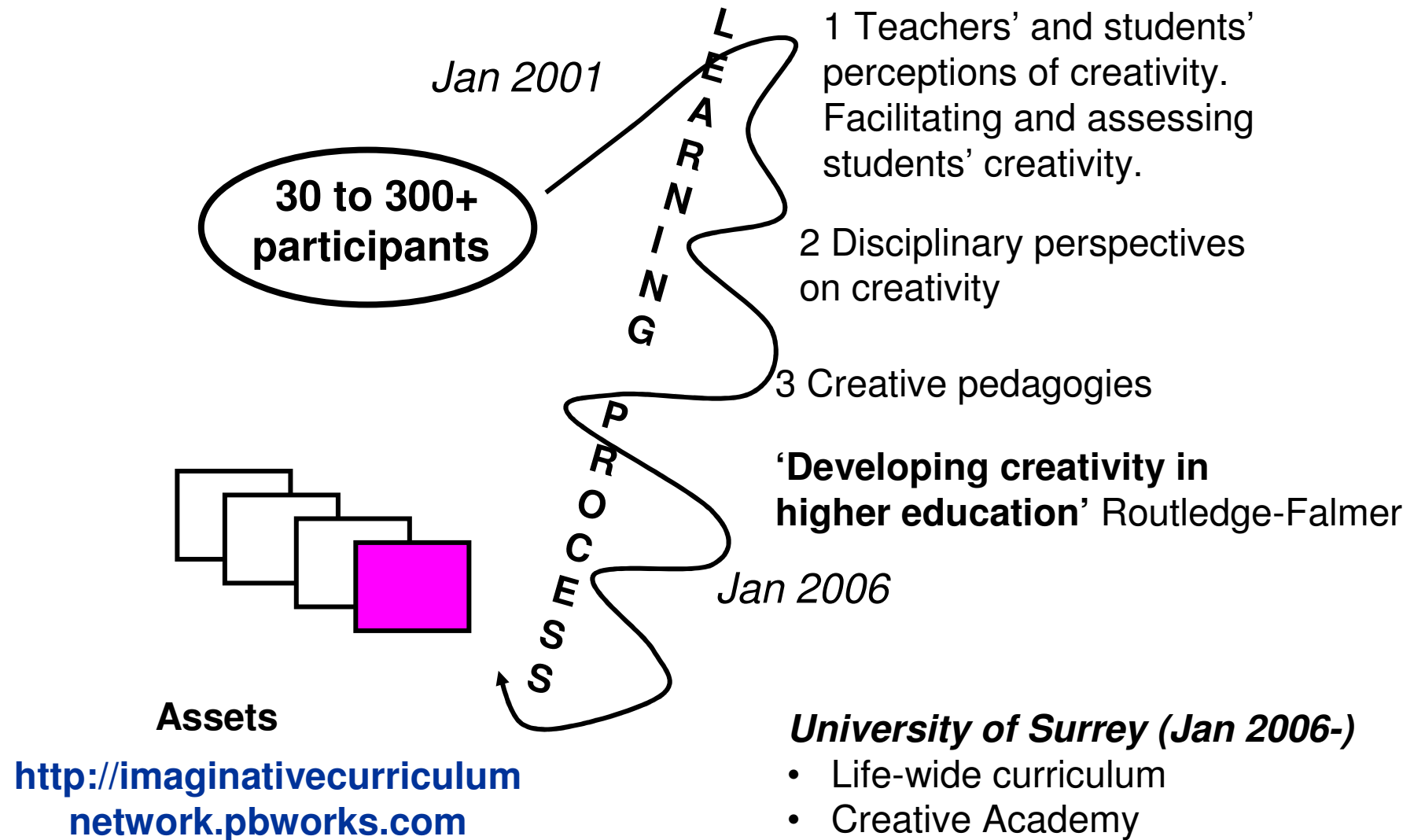
Norman Jackson
SCEPTrE, University of Surrey

Slides and background paper
**http://imaginativecurriculumnetwork.pbworks.com/**

Imaginative Curriculum network: social structure for learning
Goal – to raise awareness of importance of creativity in higher education

L E A R N I N G

P R O C E S S

Jan 2001

30 to 300+ participants

1 Teachers' and students' perceptions of creativity. Facilitating and assessing students' creativity.

2 Disciplinary perspectives on creativity

3 Creative pedagogies

'**Developing creativity in higher education**' Routledge-Falmer

Jan 2006

Assets

http://imaginativecurriculum network.pbworks.com

University of Surrey (Jan 2006-)
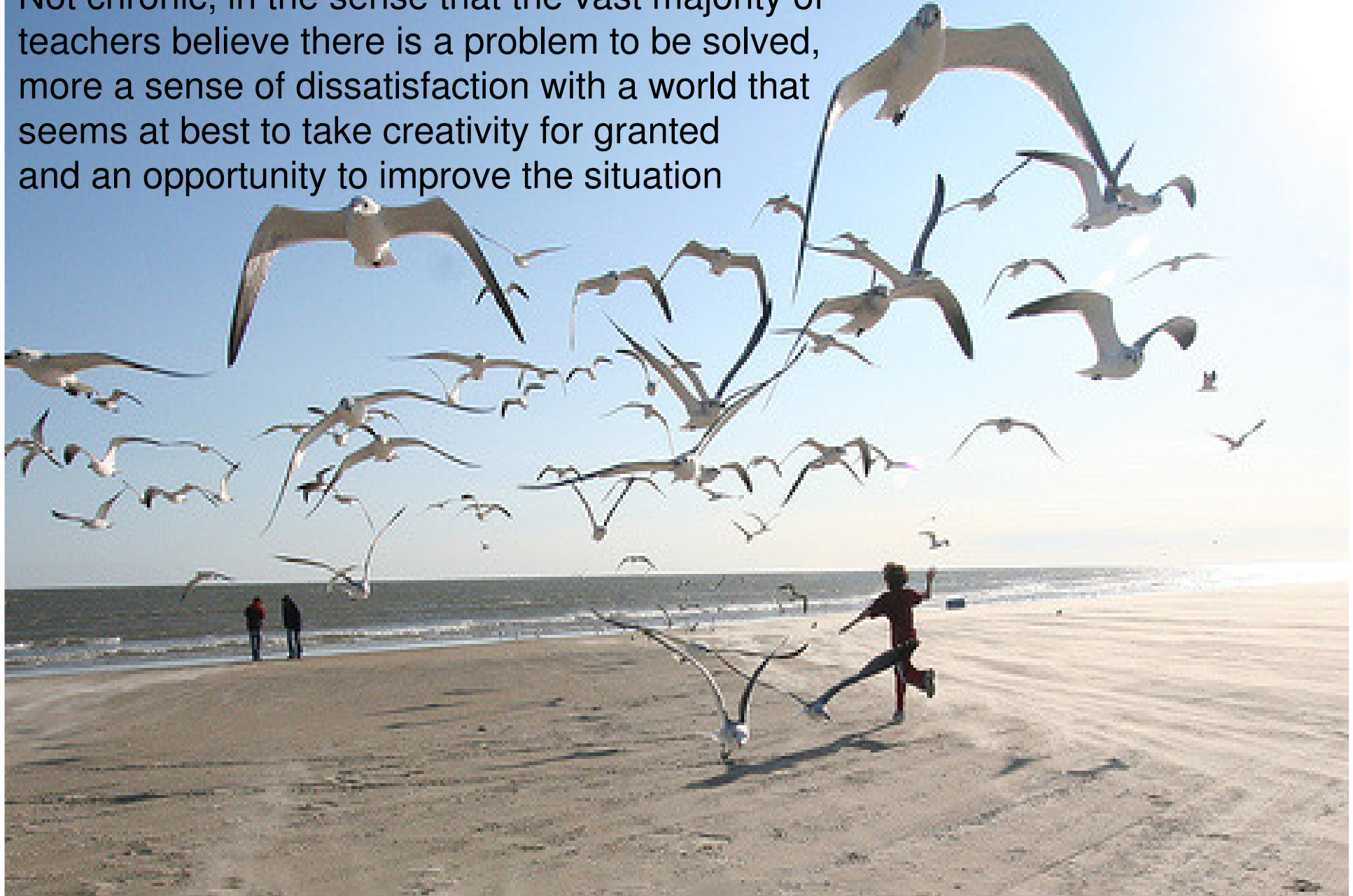- Life-wide curriculum
- Creative Academy

'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).
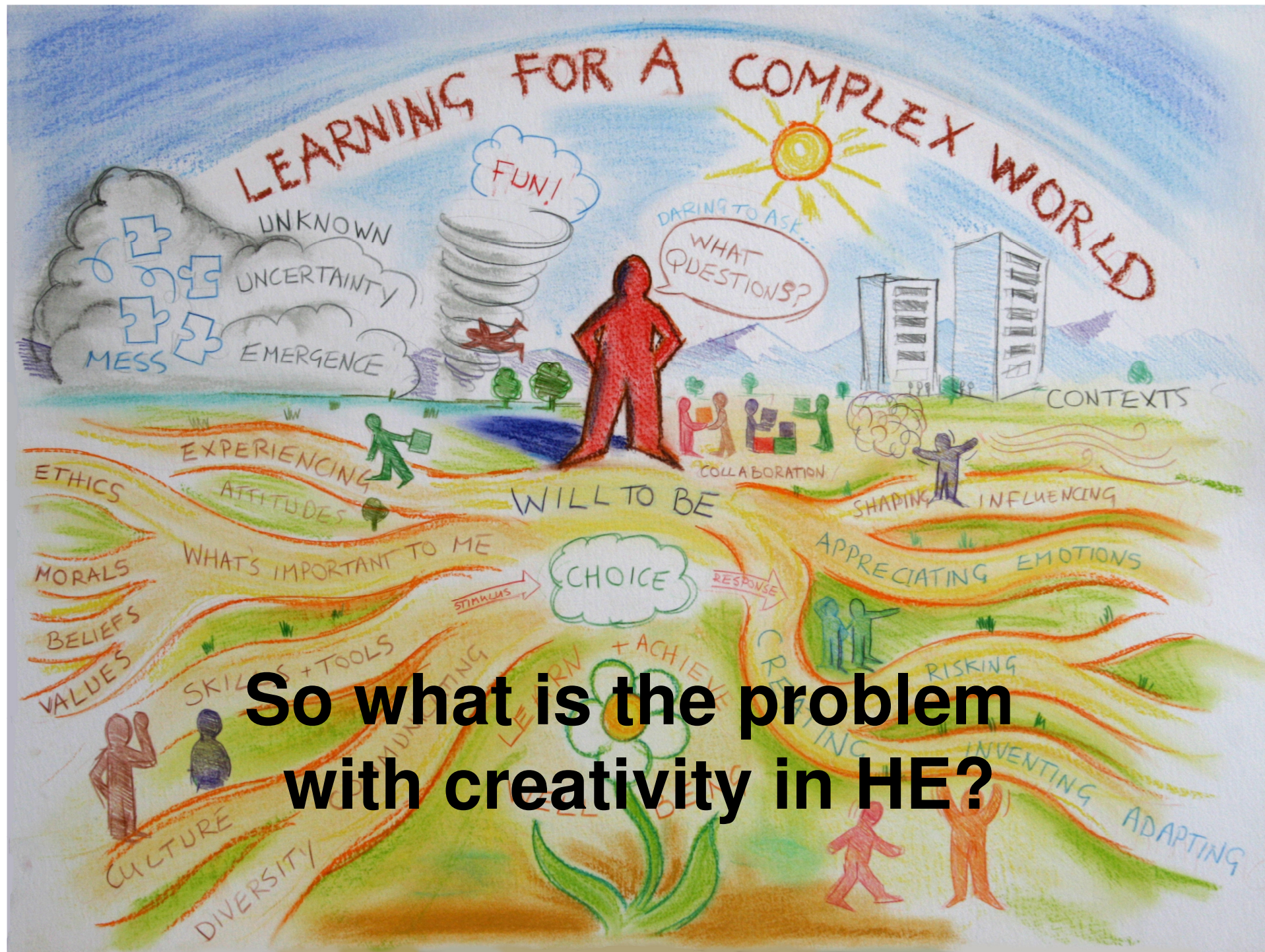
creativity in HE problem proposition

Not chronic, in the sense that the vast majority of
teachers believe there is a problem to be solved,
more a sense of dissatisfaction with a world that
seems at best to take creativity for granted
and an opportunity to improve the situation

What does being creative mean?

What being creative means in seven disciplines

Being imaginative – ability to **think** generatively

Being original / inventive - adding value

Being able to adapt and improvise

Being curious having an **enquiring** disposition

Being resourceful

Being able to **think** synthetically and to connect ideas/things in unusual ways

Being able to **think** critically to evaluate ideas

Being able to communicate in ways that help people comprehend and if necessary, see things differently

These abilities, qualities and attitudes are important to being creative in my disciplinary or practice field

67% Strongly agree
25% Agree
4% Don't know
0% Disagree
4% Strongly Disagree
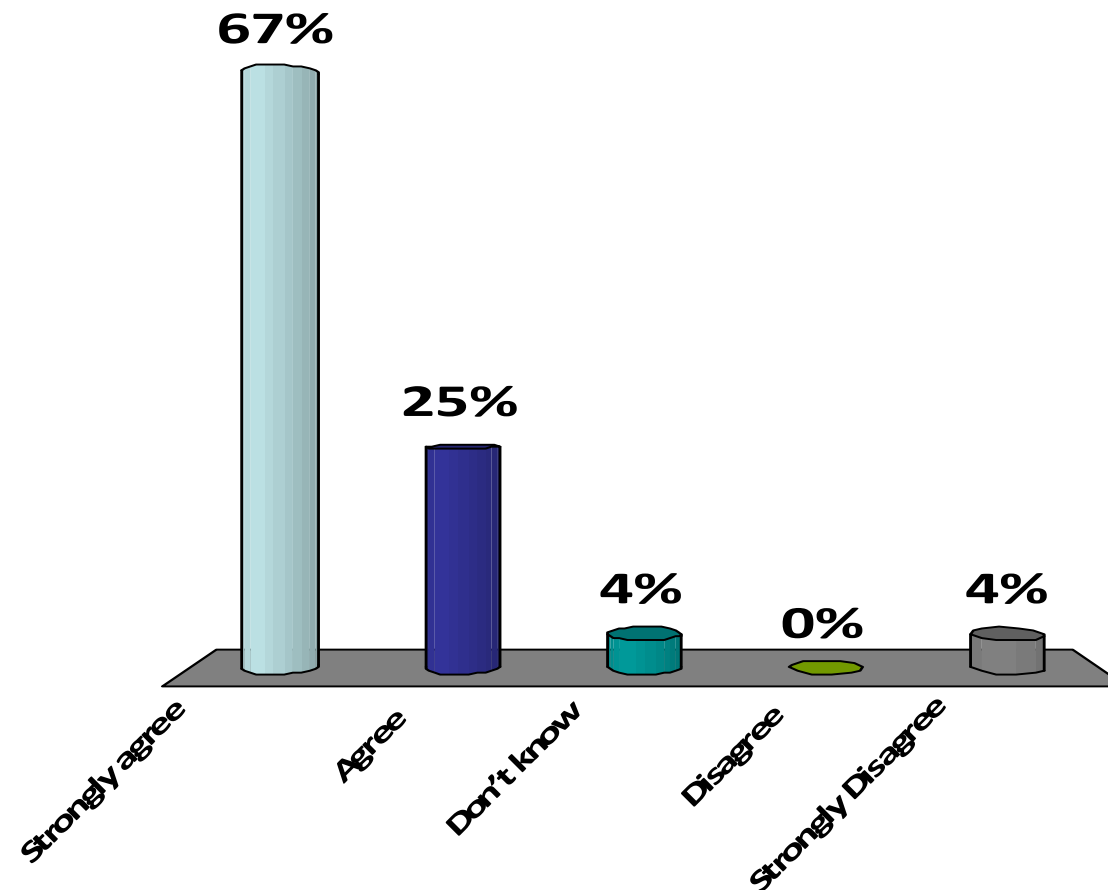
University of Ulster Teaching & Learning Conference (n=58)

Most people can develop their creativity
if they are given the opportunity to do so

53%

25%

17%

4%

2%

Strongly disagree

Disagree

Don't know

Agree

Strongly agree
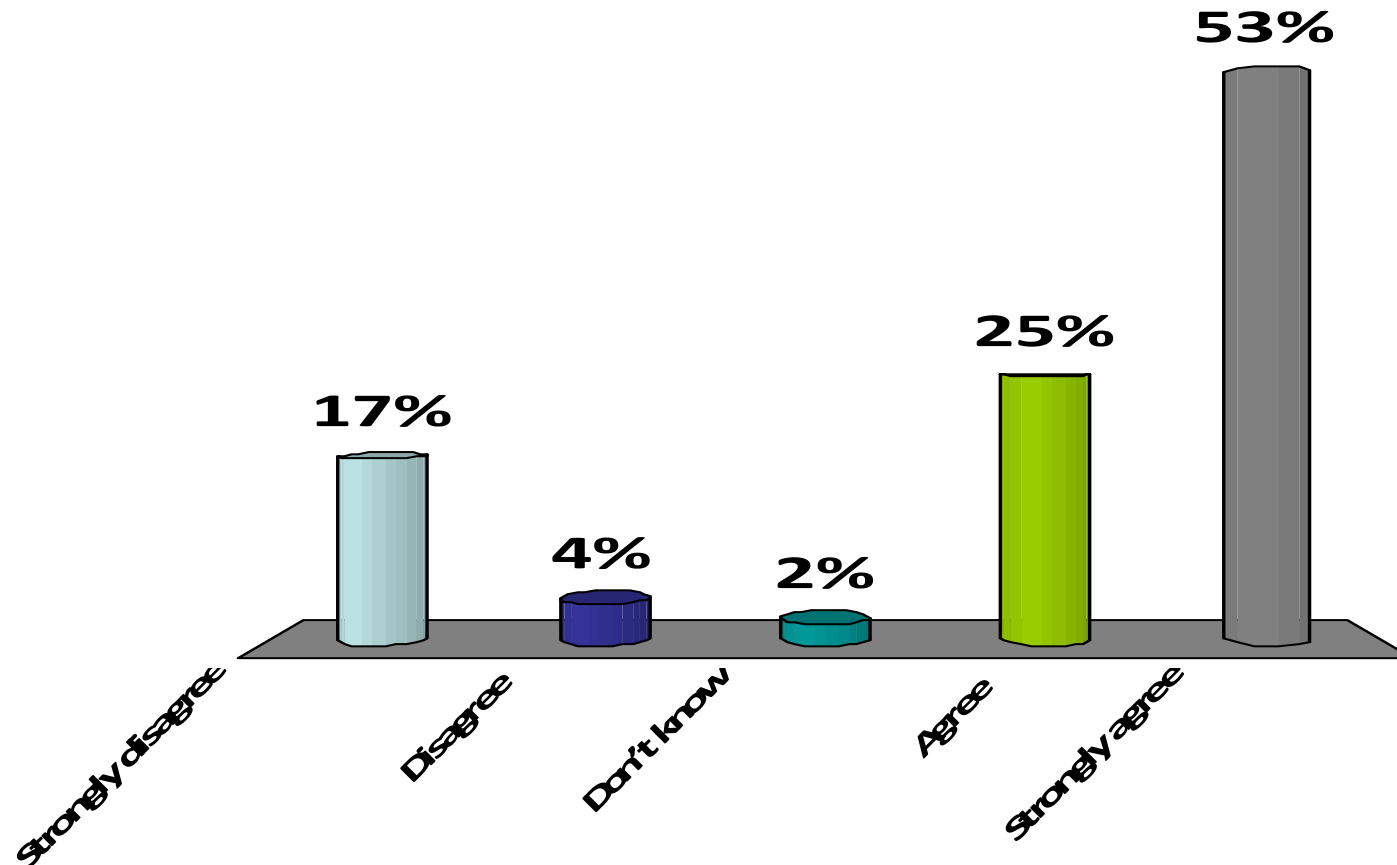
University of Ulster Teaching & Learning Conference (n=58)

The role of the teacher is not to define creativity for students and assess them against what they think it is. Rather, it is to help students understand their own creativity and help them make claims with the evidence that they believe is appropriate

39% Strongly agree

43% Agree

6% Don't know

12% Disagree

0% Strongly disagree
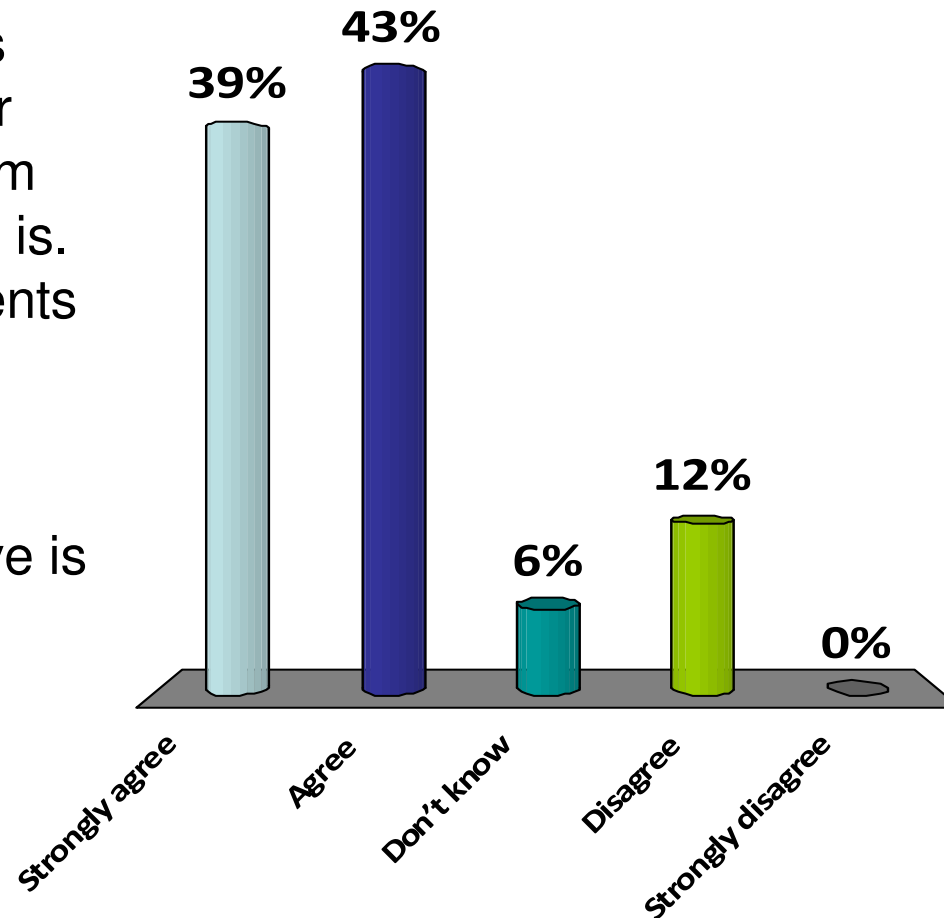
University of Ulster Teaching & Learning Conference (n=58)

The development of learners' creativity is rarely an explicit outcome for an academic programme
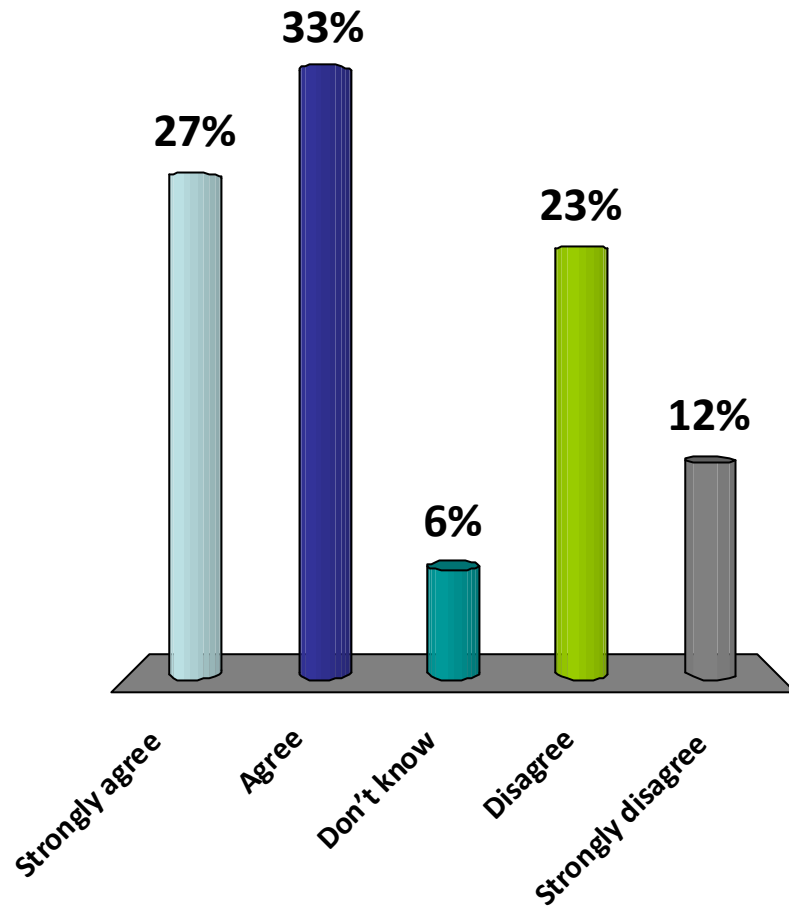
In spite of this, there are plenty of opportunities for learners to be creative in their academic programmes

Chart 1 (left):
- Strongly agree: 27%
- Agree: 33%
- Don't know: 6%
- Disagree: 23%
- Strongly disagree: 12%

Chart 2 (right):
- Strongly disagree: 4%
- Disagree: 18%
- Don't know: 4%
- Agree: 33%
- Strongly agree: 41%
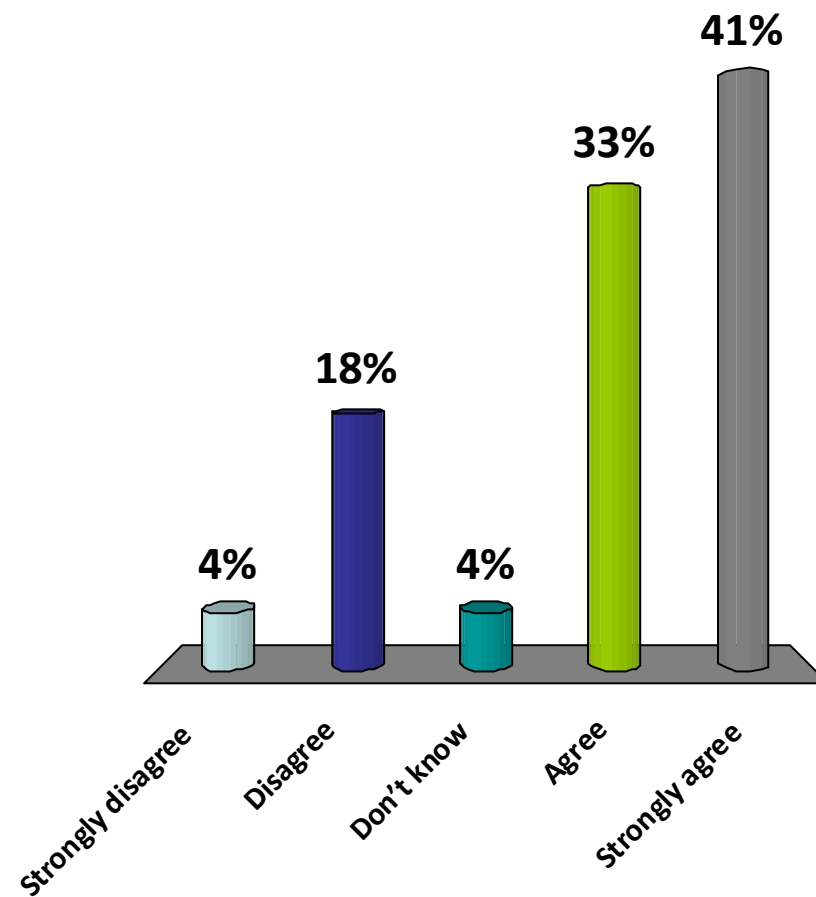
University of Ulster Teaching & Learning Conference (n=58)

Which of these forms of experience, learning and personal development do you believe you are developing through your programme and how significant are they to you?
(N=309 student responses)

Experience, knowledge, skills and qualities	Not very significant 1	2	3	4	Very significant 5	No response
Experience of real world work and problem solving	3	6	17	25	40	10
Working collaboratively (team working)	2	6	18	32	37	5
Leadership eg leading teams	3	14	22	32	22	7
Adaptability	1	6	19	36	32	6
Being enterprising	8	17	28	26	13	8
Being creative	4	15	28	23	24	7
Ethical awareness	6	12	21	28	27	6
Self-management	0	2	12	38	43	5
Able to reflect on and evaluate your own performance and plan for improvement	1	4	14	40	37	5

Where in your life do you feel you are at your most creative and why?
Example responses n=309

never creative

↑

I am not a very creative person

Most people give a positive response

Anywhere can be inspiring

I feel creative all the time

↓

always creative

in my room
dancing
when Im relaxed
In the Tourism society
After studies
at home
in my writing,
a place that there are going to be people who will encourage
An inspiring place (seaside)
Organising an event
lying in bed trying to get to sleep
playing sport-
in the shower or on the toilet
while travelling
socializing with friends
water polo team
work
romance
group meetings, brain storming and exchanging ideas with others
projects and technical things
in performance
designing research
trying to fix/make/improve something
when I do the things I like and enjoy doing.
trying to entertain my 1 year old daughter
,

In photography
generating new ideas for Entrep. society
Manual work such as DIY/anything technical
fashion designing
writing music
painting and writing essays
In my personal life
when it comes to debate
when I interact with others
organising new, exciting events.
am working in teams
thinking of new business opportunities
In my horse riding
Cookery
When I teach
Dj'ing
When i am given a leadership role
Home country
teaching a Salsa lesson
As a musician
When I am passionate about something
oral presentations
Living abroad because I have to adapt
On the tube/train by yourself,
when i am in a quite place
Through my internship
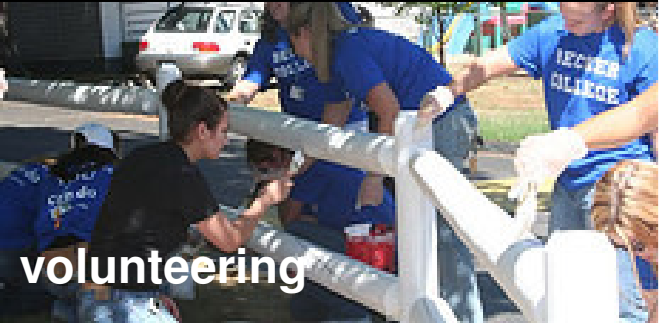when I make or decorate something

rest of life

playing sport

travel

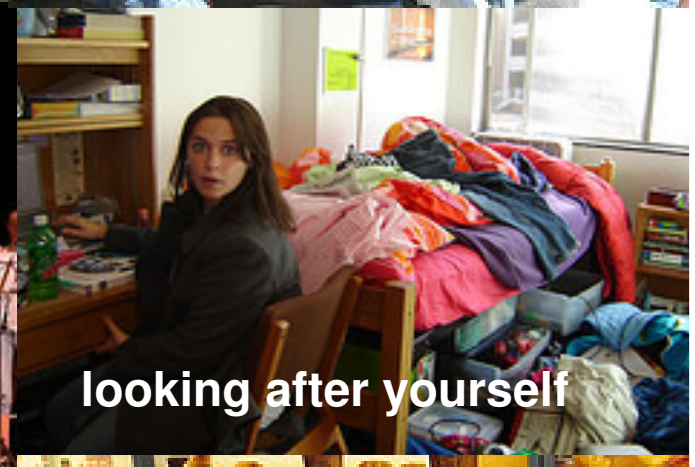Environments for creativity
OTHER PARTS OF LIFE

volunteering

raising money

putting on a show

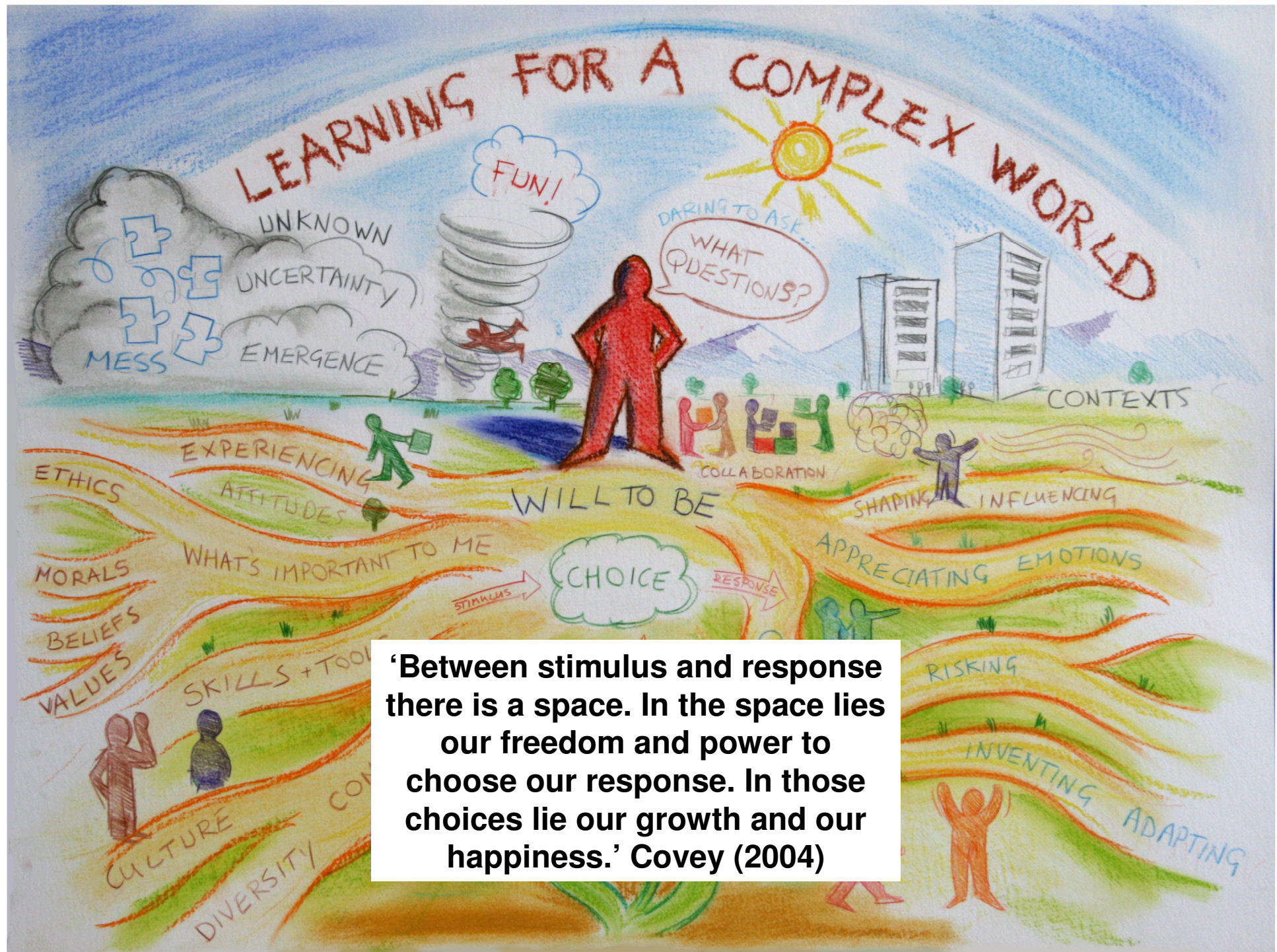looking after yourself

involved in a society
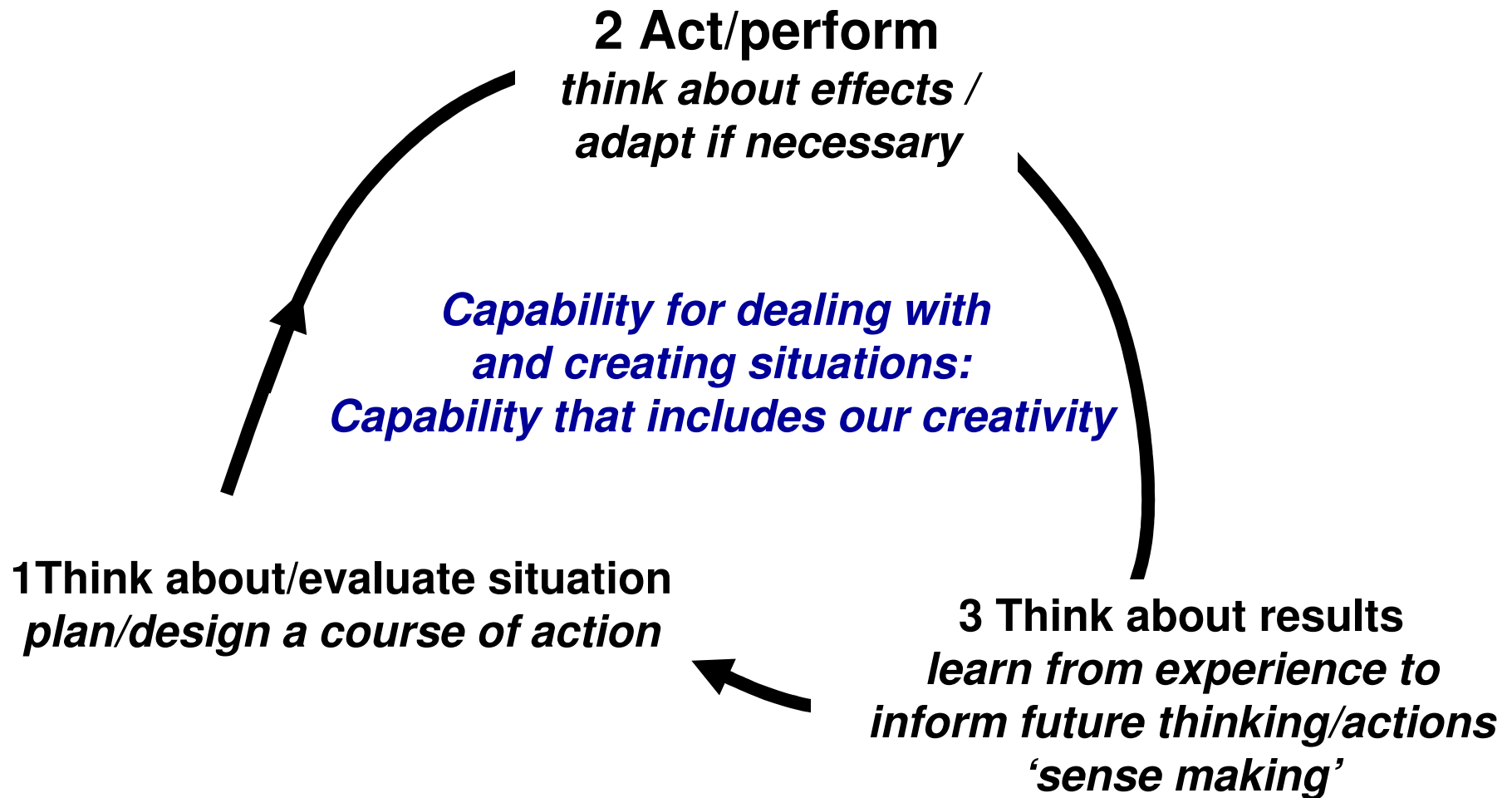
being a parent

part time work

Real world work contexts
and situations for creativity

'Between stimulus and response there is a space. In the space lies our freedom and power to choose our response. In those choices lie our growth and our happiness.' Covey (2004)

Education for creativity: what's important?

2 Act/perform
*think about effects /
adapt if necessary*

*Capability for dealing with
and creating situations:
Capability that includes our creativity*

1 Think about/evaluate situation
plan/design a course of action

3 Think about results
*learn from experience to
inform future thinking/actions
'sense making'*

Education for creativity: what's important?

'Capability is…an integration of confidence in one's own knowledge, skills, self-esteem and values…. Capability depends much more on our confidence to effectively use and develop our skills in complex and changing circumstances than on our mere possession of those skills.' John Stephenson 1992
Quality in Learning, edited by John Stephenson and Susan Weil
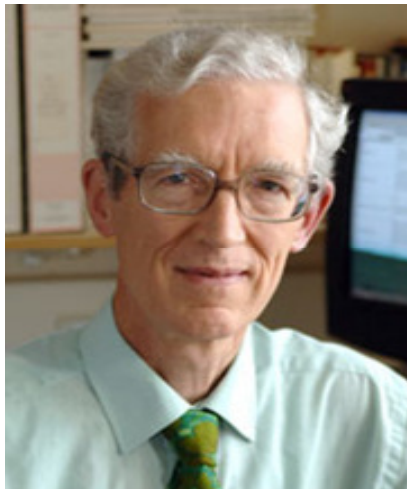
Capability in the work place

'Everything someone or a group knows and can do' dimensions of capability can be defined through 'learning trajectories'

Michael Eraut (2004)
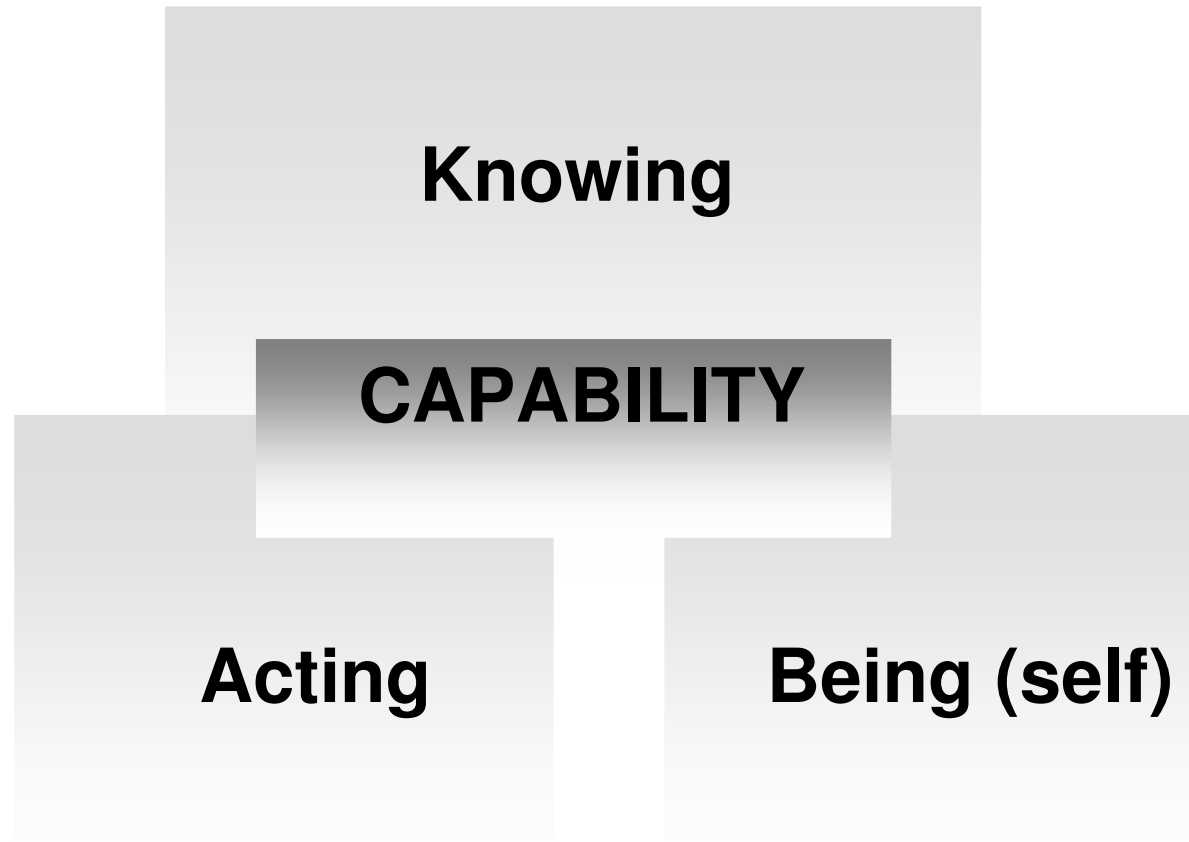
Education for creativity: what's important?

HE curriculum: a project for developing capability
Ron Barnett and Kelly Coate (2005)
'Engaging the curriculum in HE'

Ron Barnett '
'Will is the most
important concept
in education
without will,
nothing is possible.'
A Will to Learn'
(2007)

Knowing

CAPABILITY

Acting

Being (self)

Education for creativity: what's important?

Terasa Amabile

We hardly ever pay attention to intrinsic motivation, which is the driving force that actually makes creativity happen..... It's absolutely crucial to set up a work environment that supports intrinsic motivation and supports people developing their talents. It should be an environment that's going to give people a good degree of autonomy.

Proposition: In order to facilitate students' creative development for the real world gives them the freedom and empowers them to make choices so that they can find deeply satisfying and personally challenging situations that inspire and require their creativity. A curriculum should nurture their spirit, their will to be and become a better more developed person and create new value in the world around them

Education for creativity: what's important?

Forms of knowledge and knowing
Max Boissot and Michael Eraut

codified

uncodified

concrete   **abstract**

'I argue (Eraut 2009:2 and 2010) that personal
knowledge incorporates all of the following:

Codified knowledge in the form(s) in which the person uses it
Know-how in the form of *skills and practices*
Personal understandings of people and situations
Accumulated *memories of cases* and episodic *events*
Other aspects of personal *expertise*,
practical wisdom and *tacit knowledge*
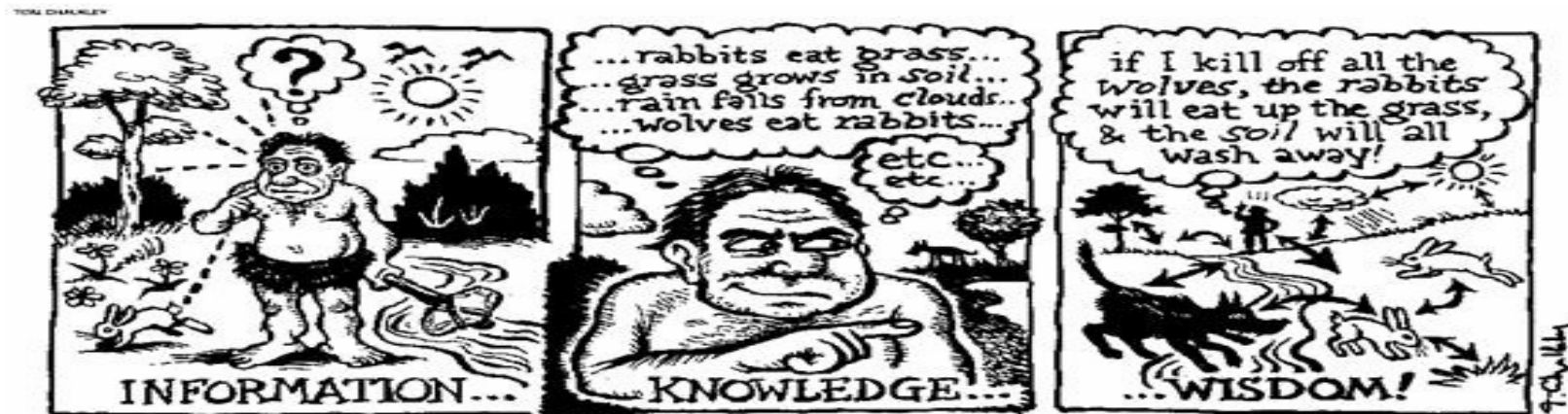*Self-knowledge*, *attitudes*, *values* and *emotions*.

Education for creativity: what's important?

John Seely Brown, Douglas Thomas, John Niles, John Dewey

Homo Sapiens (human as knower)

Homo Faber (human as maker)

Homo Ludens (human as player)

Homo Narrans (human as story teller)

Homo Curiosus (human as enquirer)

Proposition: In order to facilitate students' creative development for the real world we must create a curriculum that inspires and enables them to experience and appreciate themselves as knower, maker, player, narrator and enquirer

Dealing with situations: the epistemology of practice
Michael Eraut (2007)

Assessing situations and continuing monitor their condition

Deciding what, if any, action to take

Pursuing an agreed course of action, performing professional actions

Metacognitive monitoring of oneself, people needing attention and the general progress of the situation: learning through reflection on the experience.

Proposition: In order to facilitate students' creative development for the real world we must create a curriculum that enables them to appreciate the significance of being able to deal with and create situations and to see situations as the fundamental opportunity for being creative.

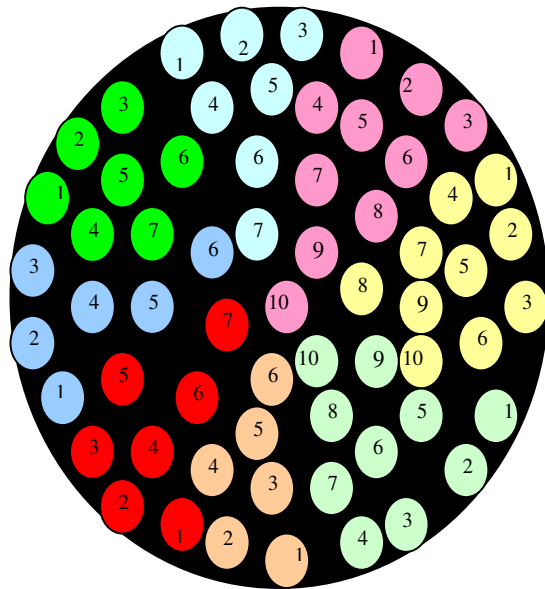| Learning Trajectory	Details
TASK PERFORMANCE	Speed and fluency Complexity of tasks and problems Range of skills required Communication with a wide range of people Collaborative work
AWARENESS AND UNDERSTANDING	Other people: colleagues, customers, managers etc. Context and situations One's own organisation Problems and risks Priorities and strategic issues Value issues
PERSONAL DEVELOPMENT	Self evaluation Self-management Handling emotions Building and sustaining relationships Disposition to attend to other perspectives Disposition to consult and work with others Disposition to learn and improve one's practice Accessing relevant knowledge and expertise Ability to learn from experience
ACADEMIC KNOWLEDGE & SKILLS	Use of evidence and argument Accessing formal knowledge Research-based practice Theoretical thinking Knowing what you might need to know Using knowledge resources (human, paper-based, electronic) Learning how to use relevant theory in a range of practical situations
ROLE PERFORMANCE	Prioritisation Range of responsibility Supporting other people's learning Leadership Accountability Supervisory role Delegation Handling ethical issues Coping with unexpected problems Crisis management Keeping up-to-date
TEAMWORK	Collaborative work Facilitating social relations Joint planning and problem solving Ability to engage in and promote mutual learning
DECISION MAKING AND PROBLEM SOLVING	When to seek expert help Dealing with complexity Group decision making Problem analysis Formulating and evaluating opinions Managing the process within an appropriate timescale Decision making under pressure
JUDGEMENT	Quality of performance, output and outcomes Priorities Value issues Levels of work

What does capability look like in the workplace?

Michael Eraut

Professional capability – *Everything someone or a group knows and can do* **- defined through learning trajectories**

Capability in the work place – demonstrated in students stories
Dr Jenny Willis (SCEPTrE Fellow)

patterns of capability revealed in learners' narratives

Learning Trajectories:
1 Task Performance Cords 1-7
2 Awareness and Understanding Cords 1-10
3 Personal Development Cords 1-10
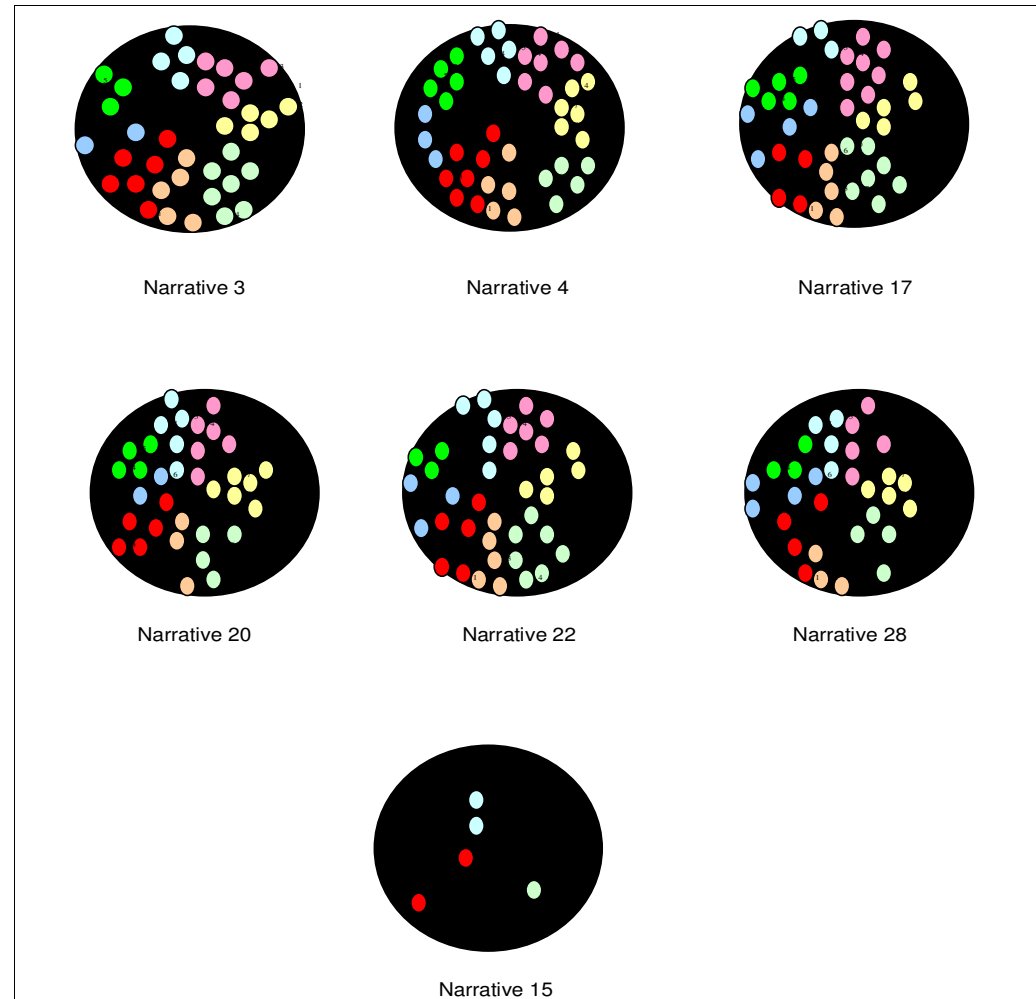4 Academic Knowledge and Skills Cords 1-10
5 Role Performance Cords 1-6
6 Teamwork Cords 1-7
7 Decision Making and Problem Solving Cords 1-6
8 Judgement Cords 1-7

Narrative 3

Narrative 4

Narrative 17

Narrative 20

Narrative 22

Narrative 28

Narrative 15

Capability in action : Example of assessing and dealing with a situation
Rittel, Horst and Melvin Webber (1973) Dilemmas in a General Theory of Planning

2 Act/perform
invent/adapt

SOLVING A CHALLENGING WORK PROBLEM

1 Think about/evaluate situation
plan/design a course of action

3 Think about results
learn from experience
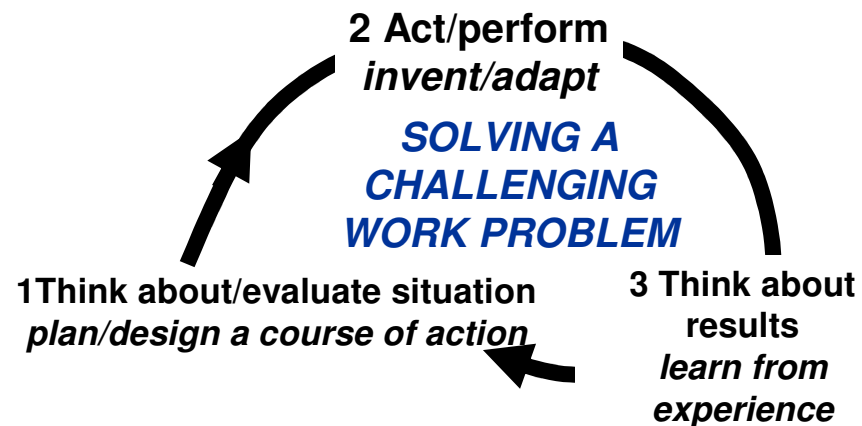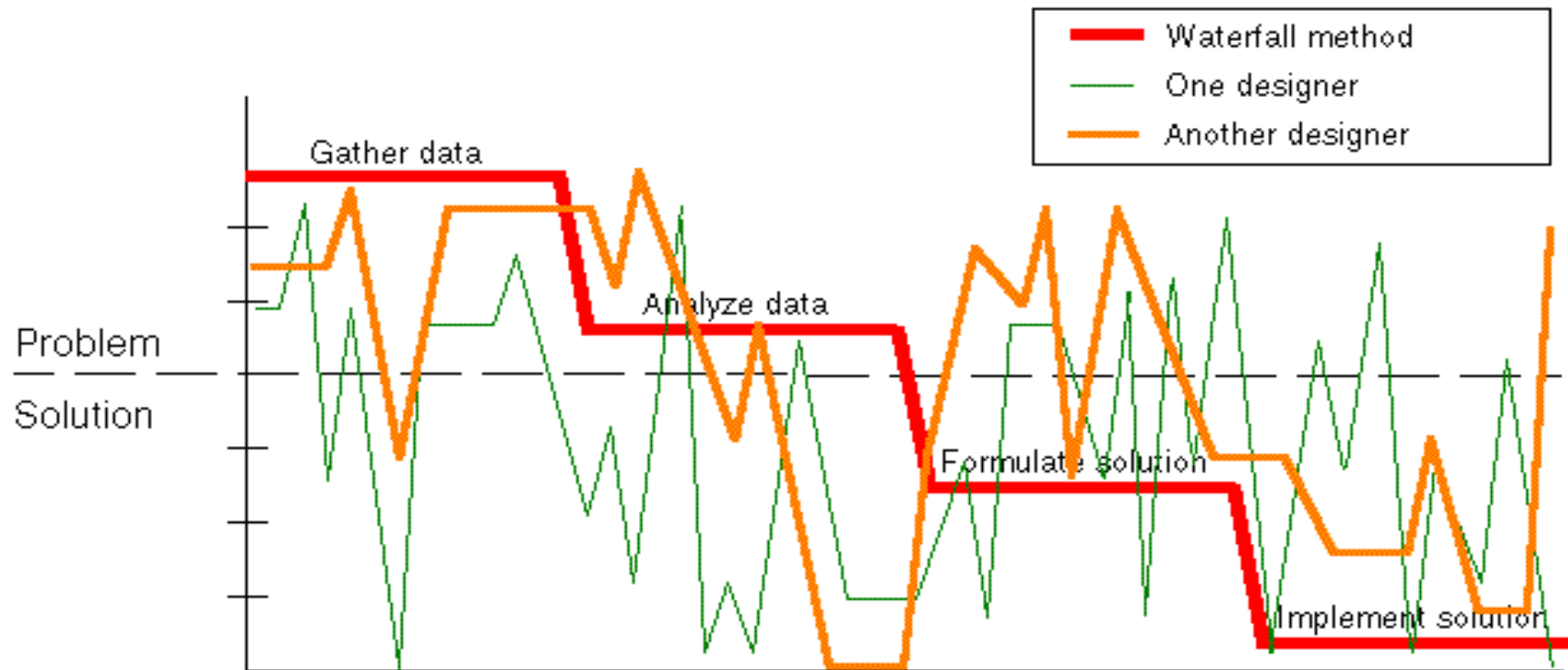
Capability an individual and cooperative process

**more creative
ideas & actions
recognised by team**

*organising a conference
April 2010*

0   2   4   6   8   10   **time in months**

number of performed actions
mainly simple and a few complicated situations

2 Act/perform
invent/adapt

New situation
challenge, problem, opportunity
confusion, perplexity

1 Think about/evaluate situation
plan/design a course of action

**3 Think about
results**
*learn from
experience*

Recent example of emergent adaptation and innovation involving chains of situations

Existing creative product Ethical dilemmas video/case study

transfer/adaptation

Existing creative product Vx website

Existing creative product SCEPTrE's Academy model

Chain 1

Chain 2

Emerging situations????

Chain 3

New creative product 2 Ethics Academy

New creative product 1 Values & Ethics Academy

past   0   1   2   3   months
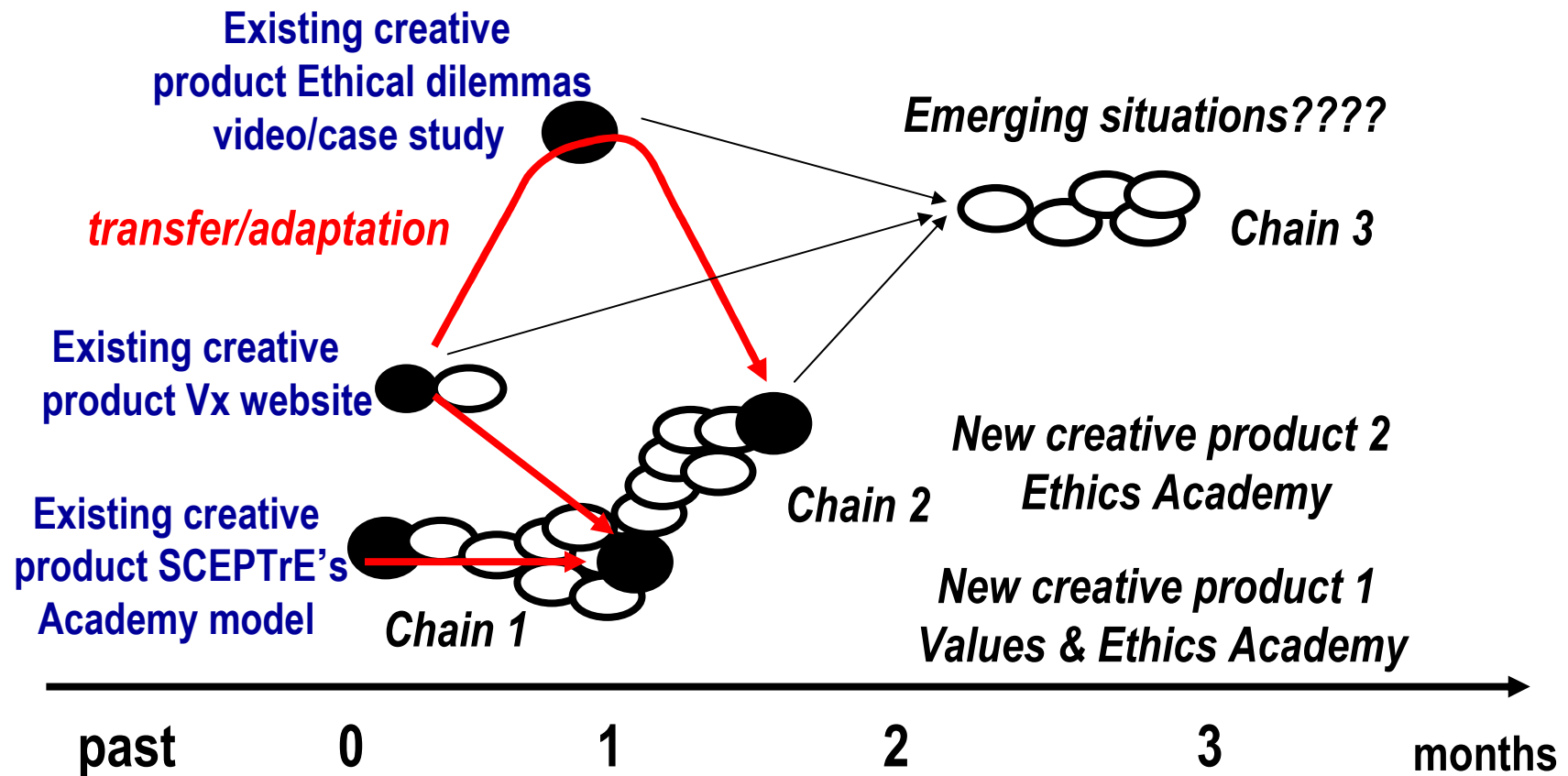
Propositions relating to dealing with and creating situations (handout):
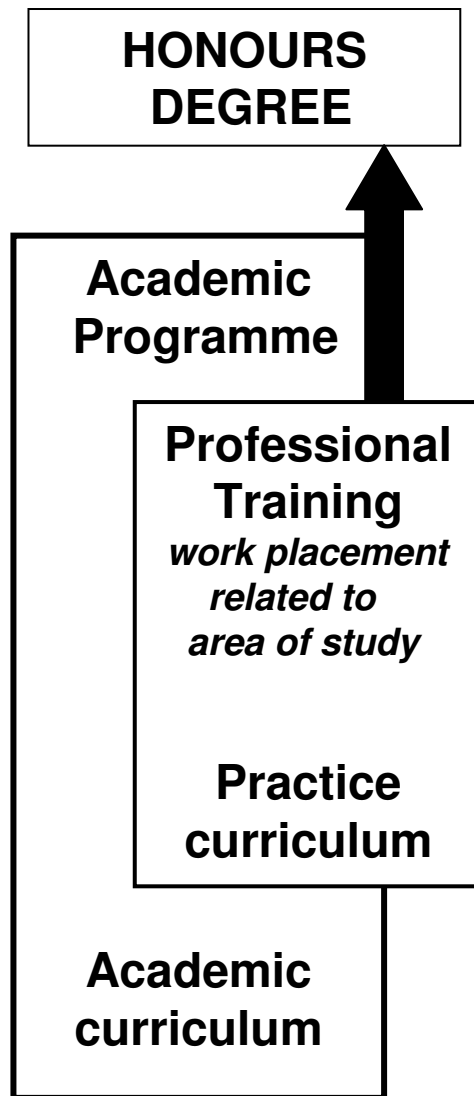
In order to facilitate students' creative development for the real world we must create a curriculum that :

3 enables them to appreciate the significance of being able to deal with situations and which facilitates their preparedness to create individually and with others, new situations by connecting people and transferring, adapting and integrating ideas, resources and opportunities, in an imaginative, wilful and productive way

4 prepares them for and gives them experiences of adventuring in uncertain and unfamiliar situations, through which they encounter and learn to deal with situations that do not always result in success, but which do not penalise 'mistakes' or failure to reach a successful outcome

5 enables them to develop and practice the repertoire of communication and literacy skills they need to be effective in a modern world

6 enables them to develop the capability to learn quickly for the demands of any situation and the more strategic development of capability for future learning

HONOURS DEGREE

Academic Programme

Professional Training
work placement related to area of study

Practice curriculum

Academic curriculum

University of Surrey, Guildford

Undergraduate programmes
3Y academic (30%)
3Y intercalated clinical/academic (Health) (20%
4Y academic with professional training (50%)

Top English league table for employability
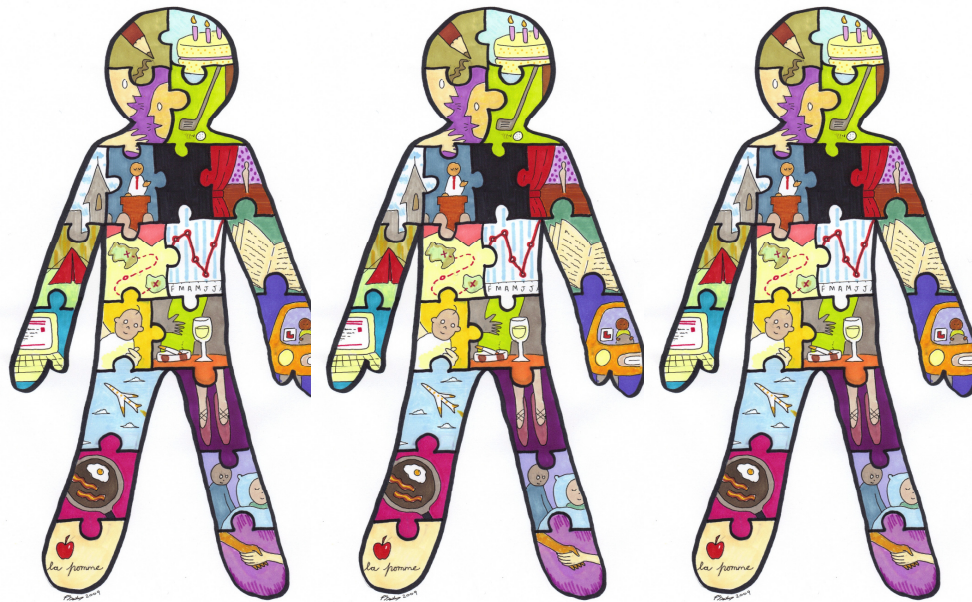
How could add value to undergraduate education?

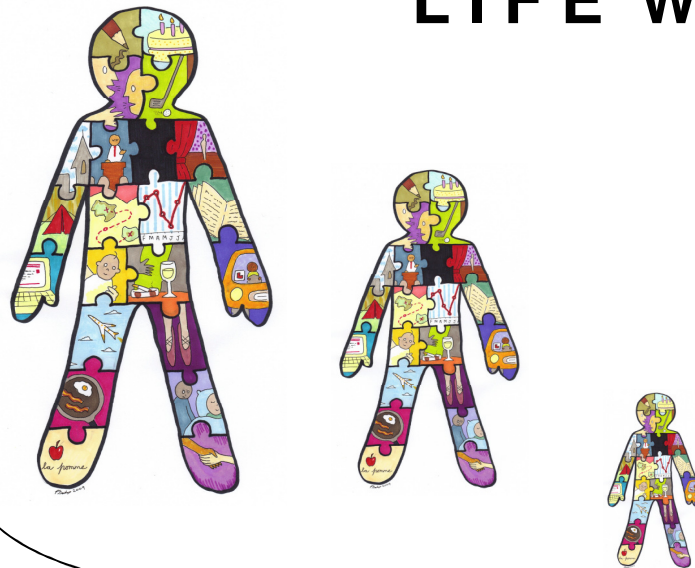learner as designer and producer of their own life-wide and life-long enterprise

LIFE LONG

LIFE WIDE
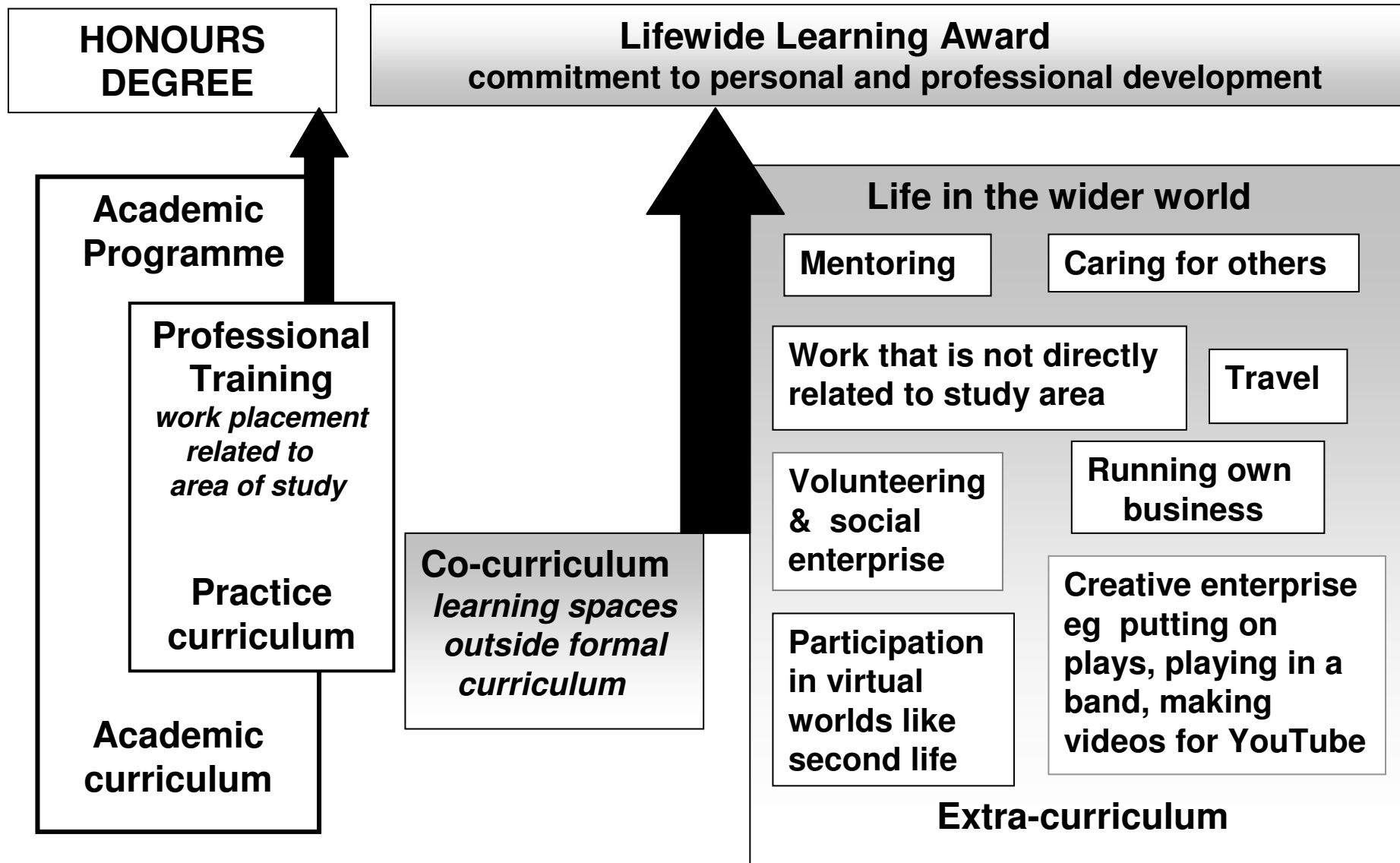
Maret Staron
Life-based Learning

Leisure
Family
Work
Personal

Life-wide Education

HONOURS DEGREE

Lifewide Learning Award
commitment to personal and professional development

Academic Programme

Professional Training
work placement related to area of study

Practice curriculum

Academic curriculum

Co-curriculum
learning spaces outside formal curriculum

Life in the wider world

Mentoring

Caring for others

Work that is not directly related to study area

Travel

Running own business

Volunteering & social enterprise

Creative enterprise eg putting on plays, playing in a band, making videos for YouTube

Participation in virtual worlds like second life

Extra-curriculum

Opportunities for being creative are everywhere but expressions of creativity may be quite different

2 Implement plan
Working in teams, students engage in an enterprise
and use their experience as a resource for learning.
Experience recorded (digital/video)

2 Act/perform
think about effects /
adapt if necessary

Theme eg Culture,
Values and ethics,
Business Enterprise
Social Enterprise
Creativity

Workshop 1
Introduce a challenge
Think about it and plan

Workshop 2
Students share what they
did and reflect individually,
In teams and as a group

1 Think about/evaluate situation
plan/design a course of action

3 Think about results
learn from experience to
inform future thinking/actions

Co-Curriculum Academy Model
Team-based co-creation of situations

Cultural Academy

Productive inquiry finding out about other cultures and own beliefs

I don't feel I fit into any specific culture

1. Strongly disagree
2. Disagree
3. Don't know
4. Agree
5. Strongly agree

Learning agreement –
Expectations of learner
1 Learning Agreement
2 Use concept maps to show changes in understanding
3 Record experiences and perceptions of learning
4 Participate in conversations about learning
5 Create account of significant learning *text/audio/video*

Cultural enterprise – adding value to campus life

Mentor/participant real and virtual conversations & records of experiences

Revealing changes in understandings through concept maps
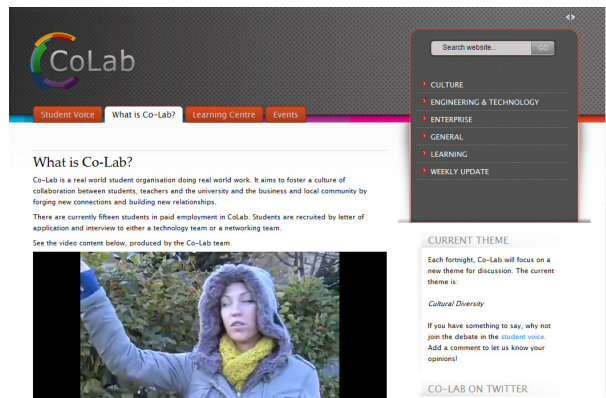
Reflective blogs/synthesis accounts
• Motivations and aspirations
• Experience
• Enquiry
• Creativity
• Triggers for learning
• Learning / changes in understanding
• Evaluation of experience

Co-creating situations – Extra-curricular Model : CoLab student organisation

Business networking & Competition broker

Web 2.0/new media discovery workshops

¡Technovation!

£250 First Prize

2 x £50 Runner Up Prizes

Unleash your imagination and help Surrey Library Service answer some 'real world' questions

How can new technologies enable more people to be involved in using and contributing to our services?

To Enter:
1. Visit www.co-lab.eu/
2. Send your ideas with an application form to colab@surrey.ac.uk by Monday 16th November

Web 2.0 websites & media

Co-creating situations – Practice Curriculum Team Academy

Jyvaskyla, Finland

SCEPTrE Fellows

- Learning through creation and running businesses
- No programmed curriculum content
- Teams coached (not taught)
- Emphasis on individual and team-based learning through doing driven by the need to know
- Portfolio-based assessment

Li**FE-WIDE** *Learning* AWARD
Pilot

Submission of Evidence for Life-Wide Learning Award ➡ **Portfolio Review** By Award board

 UNIVERSITY OF SURREY

LIFE SKILLS PORTFOLIO
Reflective Account

Portfolio to be checked periodically by scheme co-ordinator and feedback given ➡

Evidence of participation in and learning from: **skills-based training activities**, learning gained through **part-time work** or **voluntary activities**, and other significant activities equivalent to at least 150 hours of effort

Self-evaluation and Personal Development Plan

Evaluation Workshop

Programme of drop-in workshops for those who want them

Self-evaluation tools and planning workshop

Encouraging Recognising and Valuing the Integration of Life-Wide Learning

Surrey Life-Wide Learning Award
Valuing and recognising a more complete education

Home How to Register Award Requirements News Reflective Tools Directory of Opportunities Lifewide Learning Prize Tutorials FAQ's
Contact Career Development Support

COME TO THE EDGE!
And they came,
and he pushed,
and they flew.

Come to the edge.
We might fall.
Come to the edge.
It's too high!

Feedback

Capability for life

Able to deal with situations – problems, challenges, opportunities, the unexpected!

Being creative, resourceful and enterprising

Able to communicate effectively

Able to work with and lead others

Behaving ethically and with social responsibility

Commitment to learning and continuing development of capability

Level 1 Biosciences student (2009)

Study : *I am studying biosciences but I want to study medicine at postgrad level. I learn through lectures, lab practicals, books/papers, discussions with friends on course*

Friends: *As an international student, it is difficult to be away from my home and family. Friends, therefore, become a new kind of family…*

Looking after myself
Domestic chores
Shopping

Entertainment
music, cinema, meeting friends

University Tutoring and Mentoring
I volunteered at a Combined Learning Centre for students with learning disabilities and/or behavioural problems. I worked one-on-one with three different students, one of whom had Aspergers Syndrome

Sport – uni netball team 6hpw
Playing as a part of a team allows me to develop my inter-personal and communication skills, and always gives me a feeling of satisfaction. It lends a sense of unity and strength- when we put on our match uniforms, we know that we are no longer individuals, but part of something that is bigger than ourselves.

Organising and leading a group of volunteers to work during the summer vacation in Uganda

Volunteer - St John's Ambulance service
I joined St Johns' Ambulance, to learn first aid and general safety measures. I think this is an essential part of not just University life but life in general. Taking part in that course allowed me to feel more secure in my ability to deal with emergencies. As I hope to study Medicine as a Postgraduate degree, I found the course interesting and engaging.

I approached the Students' Union with an idea - to organise a volunteer trip to Uganda, to teach and mentor in a Children's Home, and help nurses in a Medical Centre. I had no idea how much work and effort would be required when I began. ….every aspect of the trip had to be meticulously planned myself. This was an exhausting but extremely good learning experience as I juggled my commitments and learnt how to assert myself. I sent an email out to students and had an overwhelming response. We raised funds through bake sales, a pub quiz and a giant dodgeball tournament! Through the organisation of the trip I was able to learn how to work with people on a large scale.