

Exploring the Ecology of Teaching, Learning & Creativity

Norman Jackson

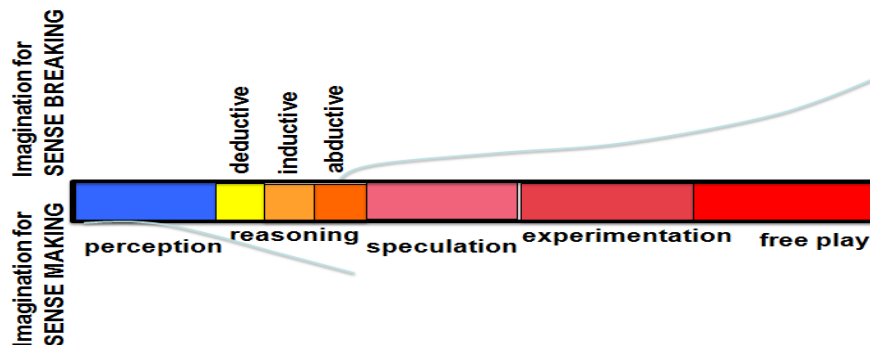
An ecological perspective on learning requires teachers to think of themselves as part of an ecosystem within which teaching and learning takes place and to think of the ecologies that they are creating to facilitate students' learning and creativity through their pedagogical thinking and practices. This talk explores the idea that learning, teaching and creativity are ecological phenomenon and our ecologies for learning something difficult and significant are the vehicles for integrating our creative imagination and critical reasoning to create new meaning.

Presentation & resources at <http://www.norman.jackson.co.uk/dit.html>

CONCEPTS

Creativity & Critical Thinking in HE: DT580

THINKING ECOLOGICALLY: INTEGRATING REASON & IMAGINATION
Exploring a perplexing situation, problem or opportunity for action can involve the complete spectrum of thinking harnessed in a purposeful way



From Ann Pendleton Julian and John Seeley Brown (2016) *Pragmatic Imagination* p68-9

LEARNING ECOLOGY CONCEPTUAL MODEL

Jackson (2016) Exploring Learning Ecologies <https://www.lulu.com/>



Our ecologies for learning are the vehicles for creating meaning.
They involve the integration of perception, reasoning
and imagination in purposeful thinking and action

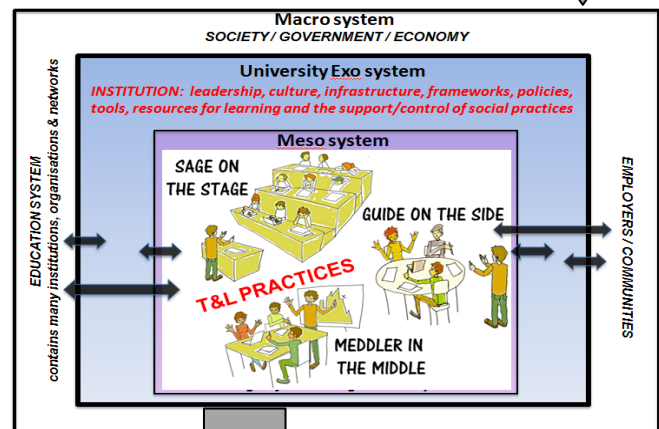
Ecological concept of pedagogy

Pedagogy is more than teaching method, more than curriculum, more than assessment practice. It is all these things, but it is also how they are made into patterns of actions, activities and interactions by a particular teacher, with a particular group of students [in a particular context]

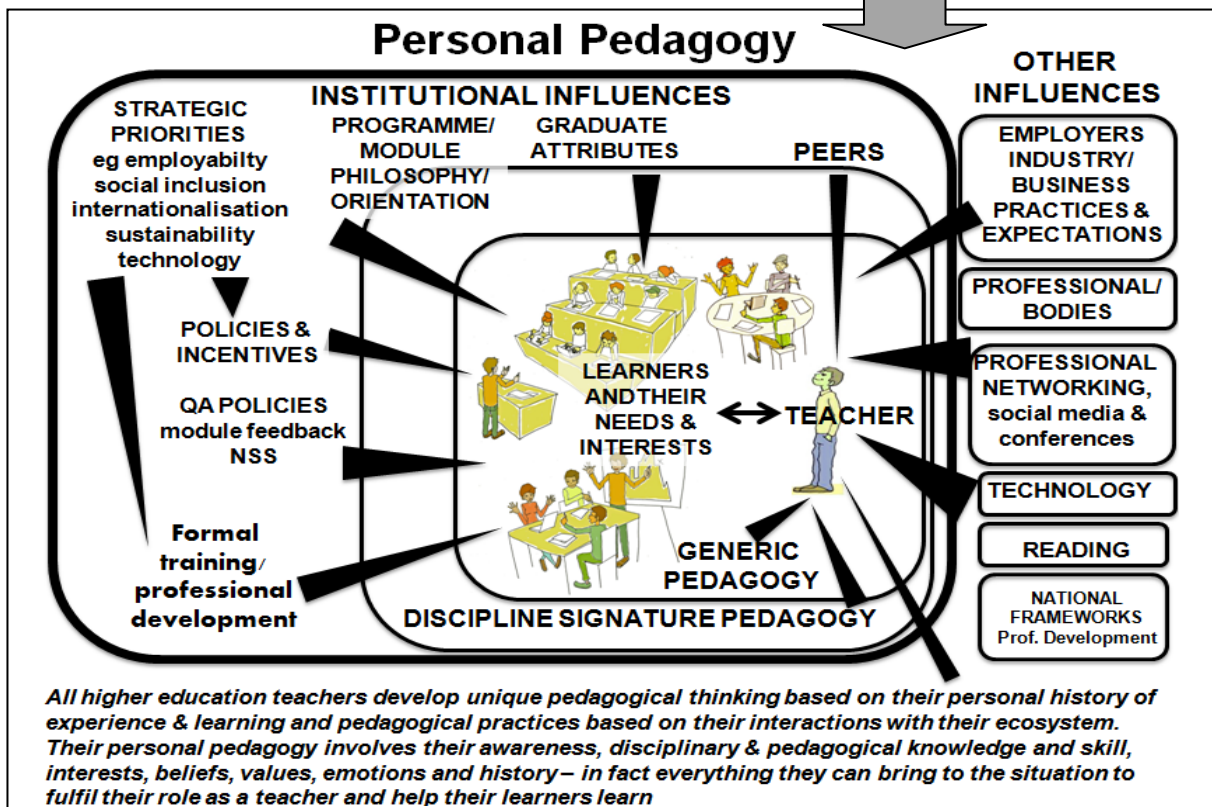
The concept of pedagogy encompasses relationships, conversations, learning environments, rules, norms and culture within the wider social context and may extend beyond school to community and public settings. It takes in the ways in which what teachers and students do is framed and delimited within a specific site, a policy regime and the historical [cultural] context

Thomson, P. Hall, C., Jones, K. and Green, J.S (2012)
The Signature Pedagogies Project Final Report. Available at:
http://caselintyculcureseducation.org/wp-content/uploads/Signature_Pedagogies_Final_Report_April_2012.pdf

Pedagogy connects what happens in the classroom to the whole ecosocial system



Personal Pedagogy



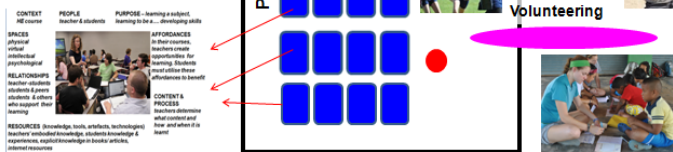
Supporting Creativity & Critical Thinking in Many Learning Contexts

A Learning Ecology Approach to Curriculum Design

**Ecologies for learning, developing & achieving
occur at all scales & in all parts of a students' life**

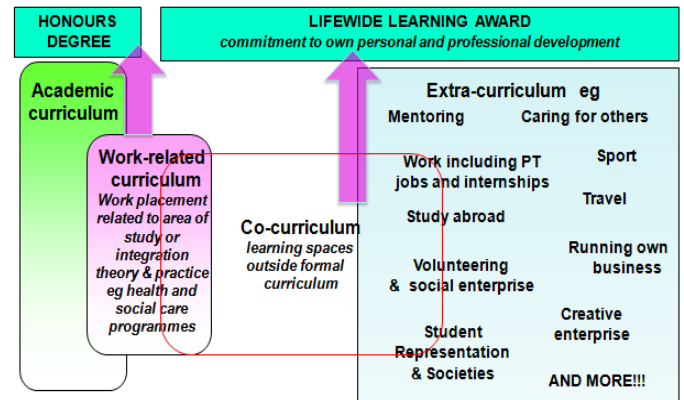
Students' higher education experiences can be visualised as a constellation of ecologies for learning.

Most are shaped/created by teachers & institution
some by students, and
some by organisations
outside the university

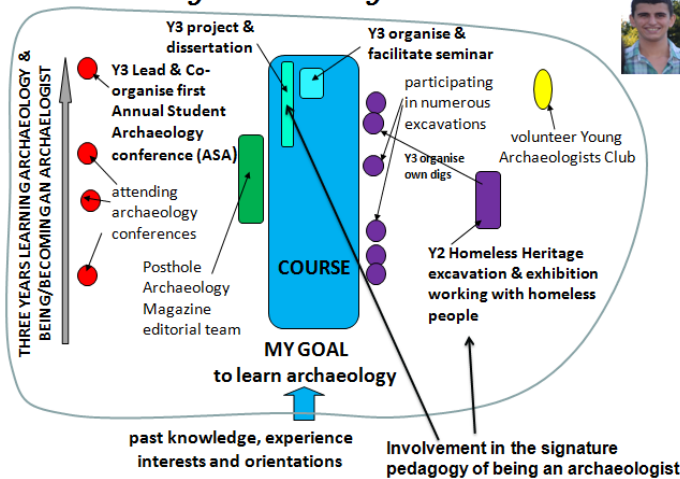


Ecologies for learning occur at all scales & in all parts of a students' higher education experience

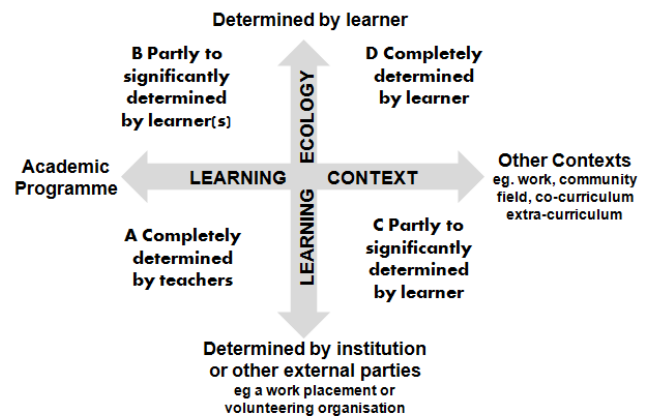
To accommodate all the affordances for learning in a students' life we need to adopt a Lifewide Curriculum



A student's ecologies for learning, developing & achieving
'becoming the archaeologist I want to be'



Conceptual tool for making sense of a students ecologies for learning, developing & achieving



Learning ecology includes goals, affordances, processes, spaces, relationships, resources (knowledge, tools, technologies, mediating artefacts)

Types of learning ecology involved in becoming the archaeologist I want to be: *A process of creating meaning*

