

What Drives and Nourishes Creativity in Educational Development & Innovation in Universities?

Norman Jackson, Lifewide Education

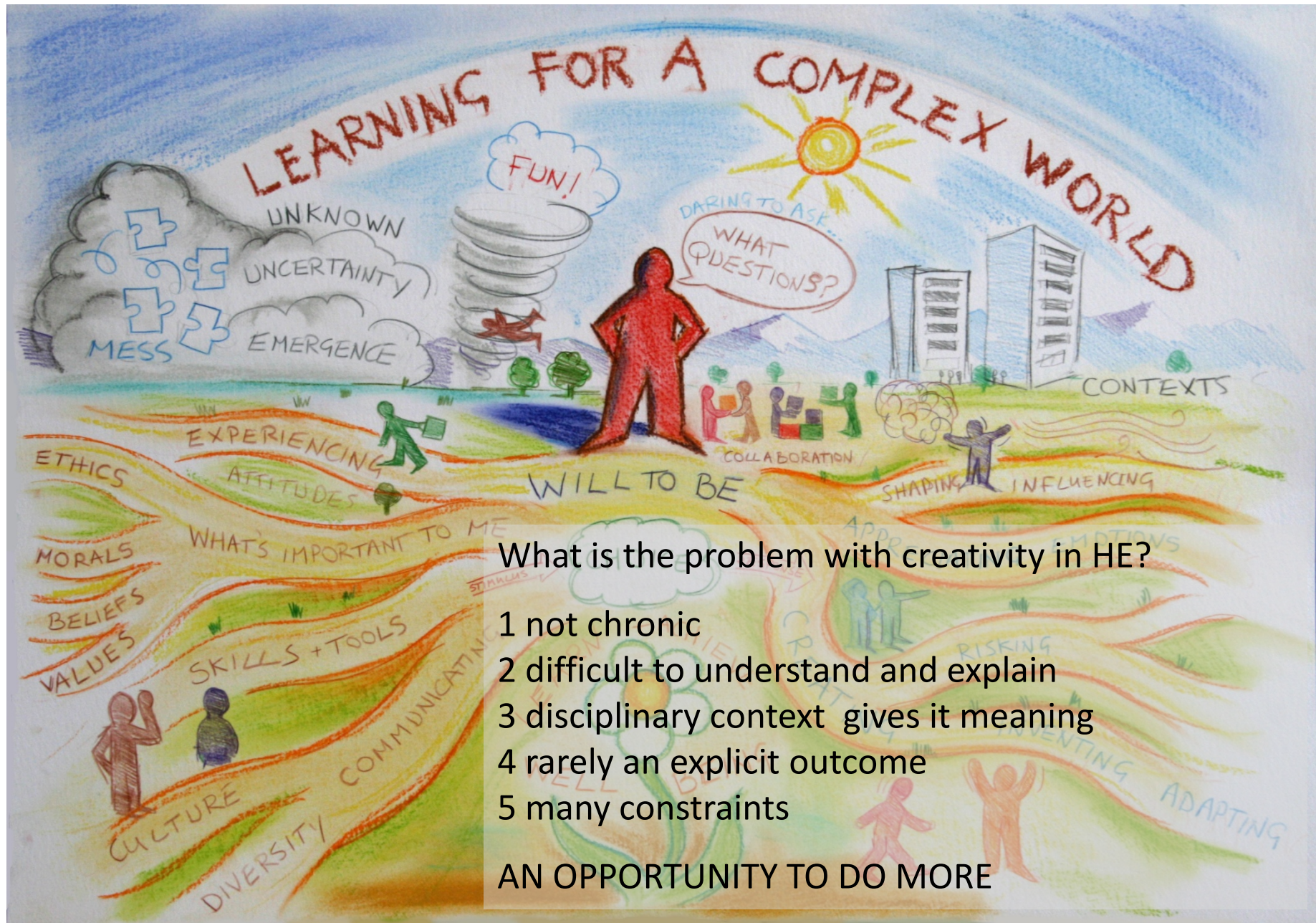
Copies of slides, background paper and
link to summary report of questionnaire survey

<http://www.normanjackson.co.uk/buckinghamshire.html>

@lifewider1



The wicked challenge of preparing learners for their future



What is the problem with creativity in HE?

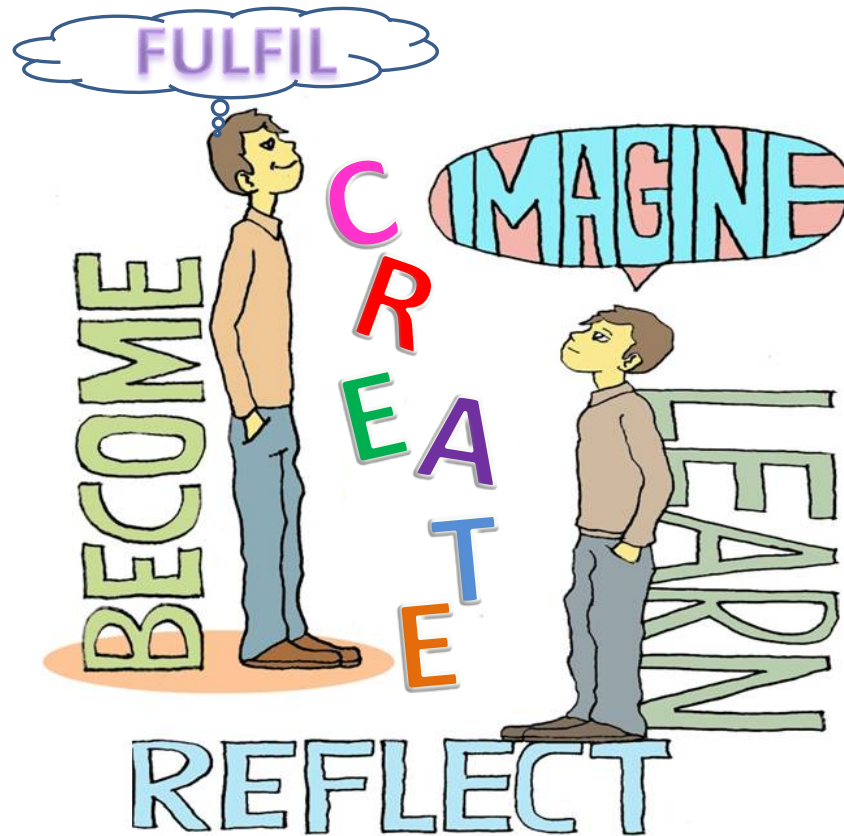
- 1 not chronic
- 2 difficult to understand and explain
- 3 disciplinary context gives it meaning
- 4 rarely an explicit outcome
- 5 many constraints

AN OPPORTUNITY TO DO MORE

Creativity is about bringing ideas, objects, processes, performances and practices into existence

Creativity is the **production of novel and useful ideas** in any domain (Amabile 1996)

Creativity is the **process of having original ideas that have value** (Robinson 2013)



'any human act that gives rise to something new is.... a creative act regardless of whether what was created is a physical object or some mental or emotional construct that lives within the person who created it and is known only to him' (Lev Vygotsky 1930)

what does being
creative mean
to you?



beyond normal routine approaches

outside the box or norm

differently **THINKING** ideas

creative thinking problem solving new perspectives

moving away from traditional ways of doing things

looking at the routine and

innovative ways of teaching students

change it to something better

providing interesting and novel
ways of communicating a topic

stimulating
students'
curiosity

DOING

tailoring the session to student needs

contextualising
learning

blending practice
and theory

taking a new approach in my
teaching or problem solving

new ways to make learning interesting

more effective/
efficient methods
of working

innovative and positive
solutions to problems

EXPLORING

solutions to problems using means previously untested

trying new things

having the autonomy / discretion to be able to

not being constrained

CULTURE

freedom to explore / try out new ideas

being given the space to make things happen

being able to bring a bit of myself into an arena that is proscribed

being flexible

willing to embrace new ideas

ATTITUDE

willing to try doing new things

tuned to students' needs

what does being
creative mean to you?



Ways of thinking

Having new ideas – original to self

Inspiring – energising ideas

Having an open mind

Thinking that is different to the norm

Having ping moments

Doing/accomplishing things

Doing new things

Problem solving

Connecting things

Communicating telling stories,
selling ideas, persuading others

Making new things

Performing

Attitudes

Curiosity

Willing to engage/explore

Enthusiasm

Being proactive

Willing to take risks

Determination

Obsession

Effects

Causes change

New ideas

New things

Innovation

Adaptation

Changes you

Feelings

Its about expressing yourself

It feels personal to begin with but
latter it might be something different

Feels exciting

Can be very uncomfortable

Feels great *ping* moments



Creativity is fundamentally associated with bringing something into existence

inventing and producing entirely new and things or doing things no one has done before – original creation

being inventive with someone else's ideas – re-creation, re-construction, re-contextualization, re-definition, adapting things that have been done before *and* doing things that have been done before but differently

being inventive with someone else – co-creation

5 perspectives on Creativity

2 developmental

1 forms, domains
& significance

3 Personal

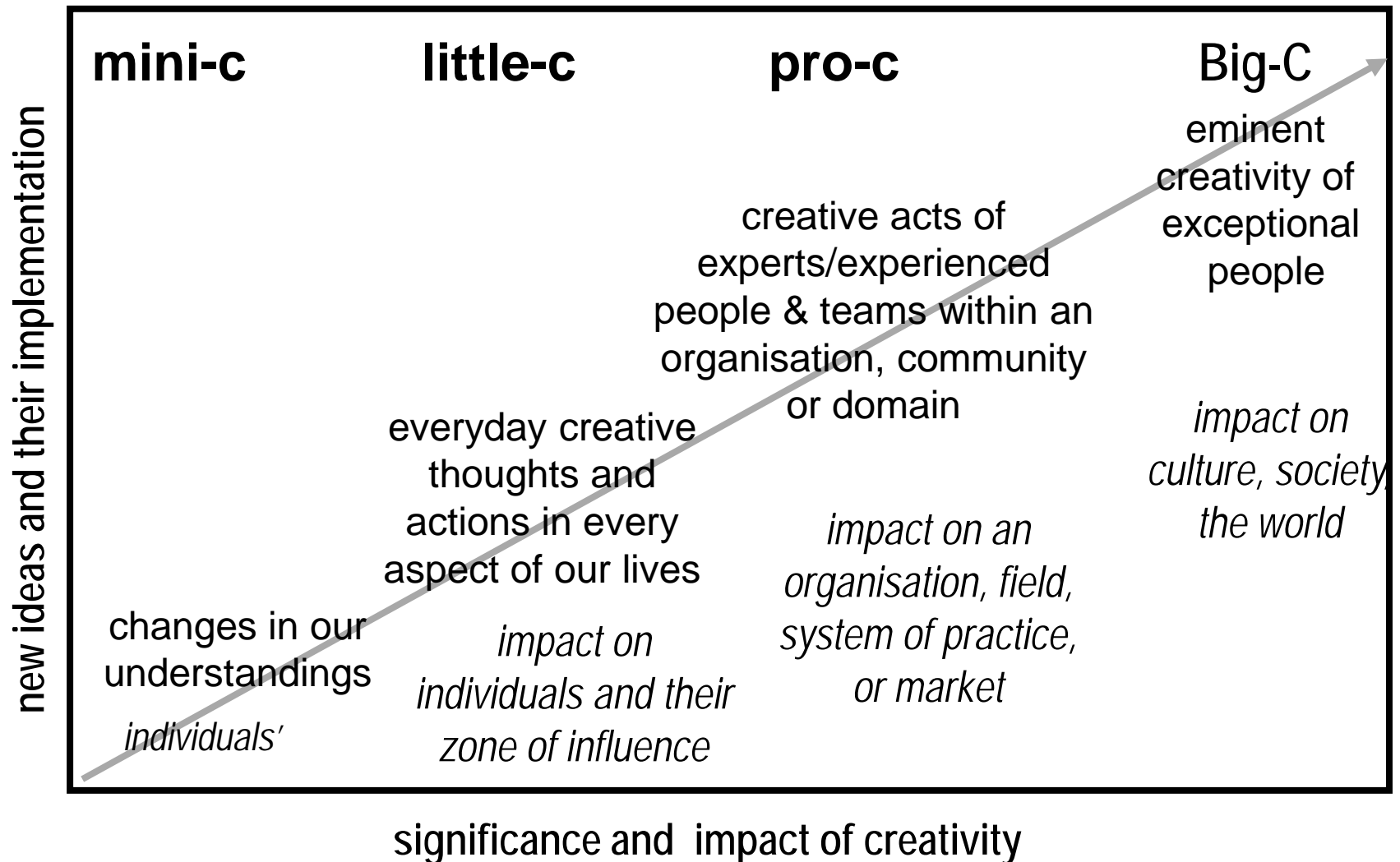


5 Ecological

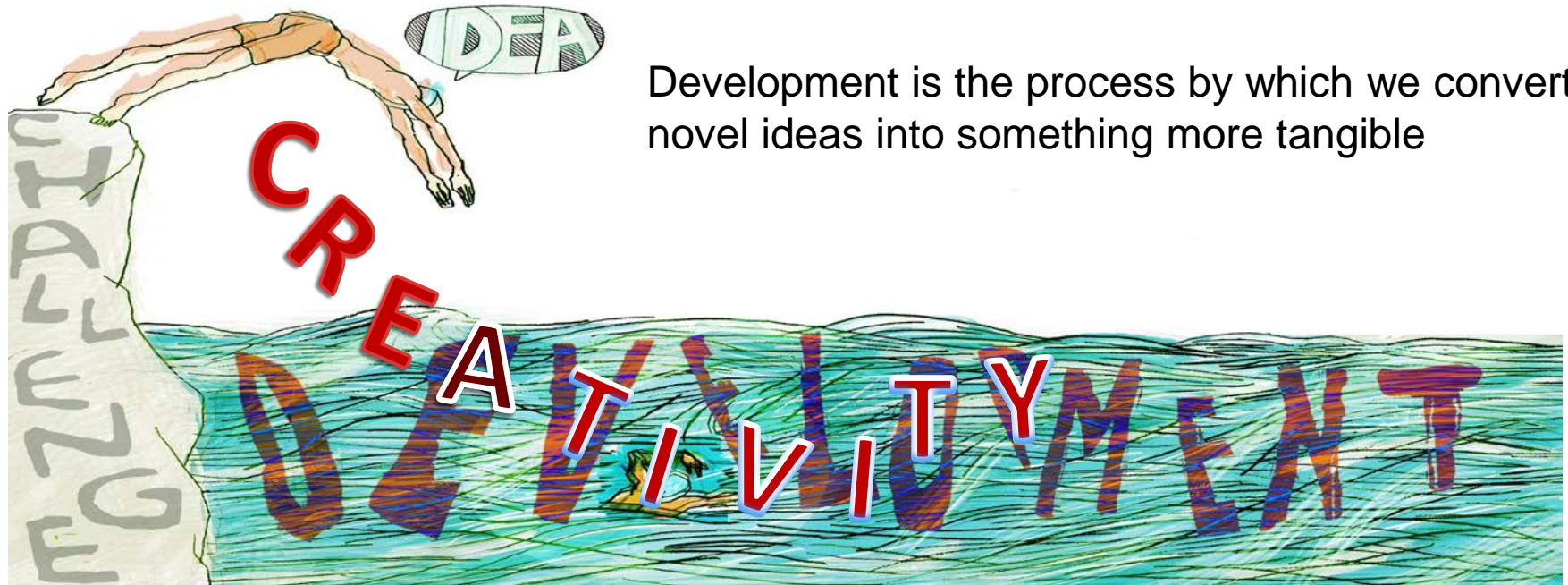
4 Cultural =
social

1 forms, domains & significance

Four-C model of creativity Kaufman and Berghetto (2009)



2 developmental perspective



Development is the process by which we convert novel ideas into something more tangible

INCREMENTAL

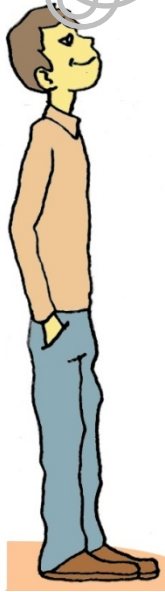
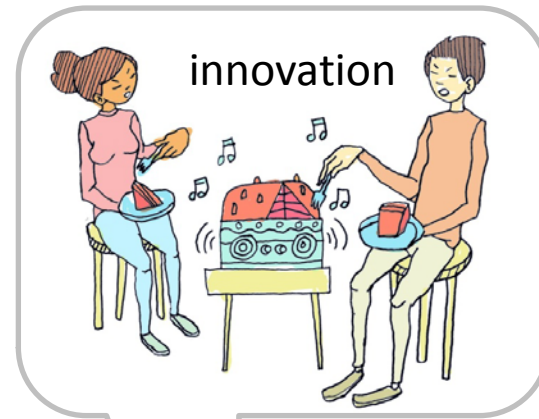
Doing the right things
Doing things right
Doing things better

NON-INCREMENTAL / **innovation**

Doing new things that someone else is doing
Appropriating what someone else is doing
Doing things that no one else is doing
Trying to do things that can't be done



Integrating creativity, development & innovation in the same narrative



IMAGINE

DESIGN, EXPLORE, MAKE, EXPERIMENT, PRODUCE

D E V E L O P



A definition of creativity consistent with the narrative



Personal creativity is

'the emergence in action of a novel relational *product* growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life'

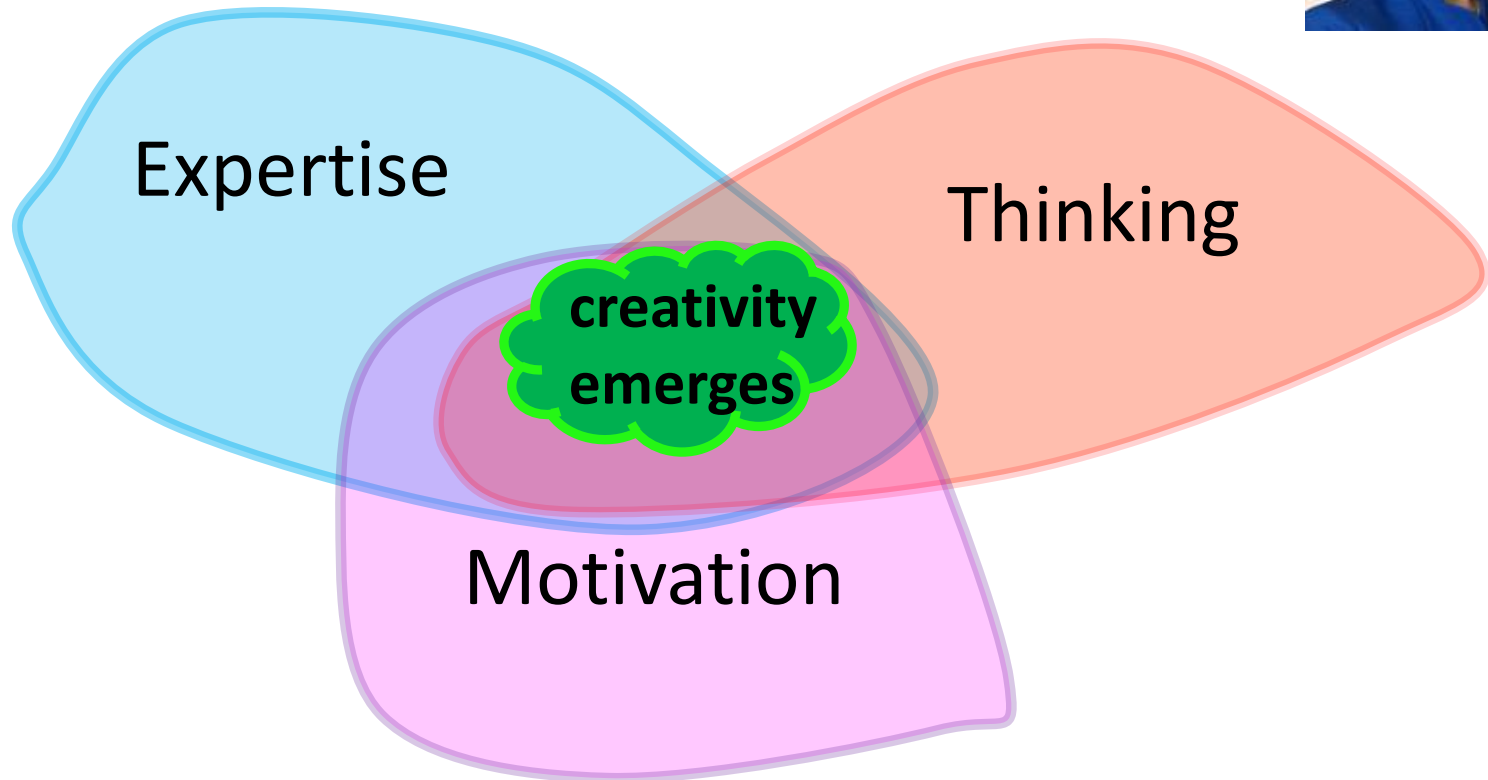
Carl Rogers (1960)

*product = ideas, material or virtual objects,
practices, performances and processes*

PRODUCT RESULTS FROM PROCESS!

3 personal perspective

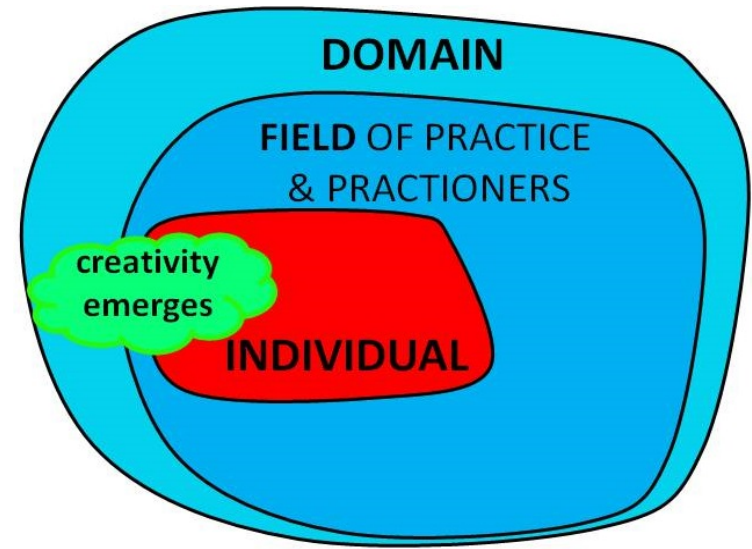
Componential model of creativity Teresa Amabile (1983, 1996)



creativity is most likely to occur when people take on willingly a developmental challenge and their expertise and thinking skills align to their values and beliefs and their deepest interests and passions.

4 Cultural - social perspective

Creativity is a process that can be observed only at the intersection where individuals, domains and fields interact



This environment has two salient aspects: a cultural or symbolic aspect called the *domain*, and a social aspect called the *field*.

Csikszentmihalyi (1999)

What being creative means in eight disciplines

Based on surveys within each community (Jackson & Shaw 2006)

Being imaginative – ability to think generatively & associatively

Being original / inventive - new ideas which add value

Being able to adapt/improvise (re-creation)

Being curious having an enquiring disposition

Being resourceful

Being able to think synthetically and relationally -connect
in novel ways, work with incomplete data, recognise patterns

Being able to think critically to evaluate ideas

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

5 ECOLOGICAL PERSPECTIVE

'the process(es) we create in a particular context for a particular purpose that provide us with opportunities, relationships and resources for learning, development and achievement'(Jackson 2013)

PAST

CONTEXTS - the physical, virtual, cultural places and spaces we inhabit and the situations we experience

RELATIONSHIPS
with people - both existing and newly developed, and with things, objects and tools in my physical or virtual environment

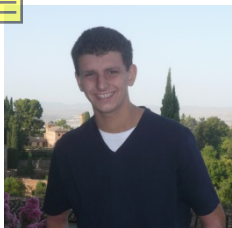
LEARNING ECOLOGY
created for a
PURPOSE
creativity emerges

RESOURCES
that we have, find or create and are able to use to help us learn and achieve our goals, including knowledge, expertise, tools and technologies

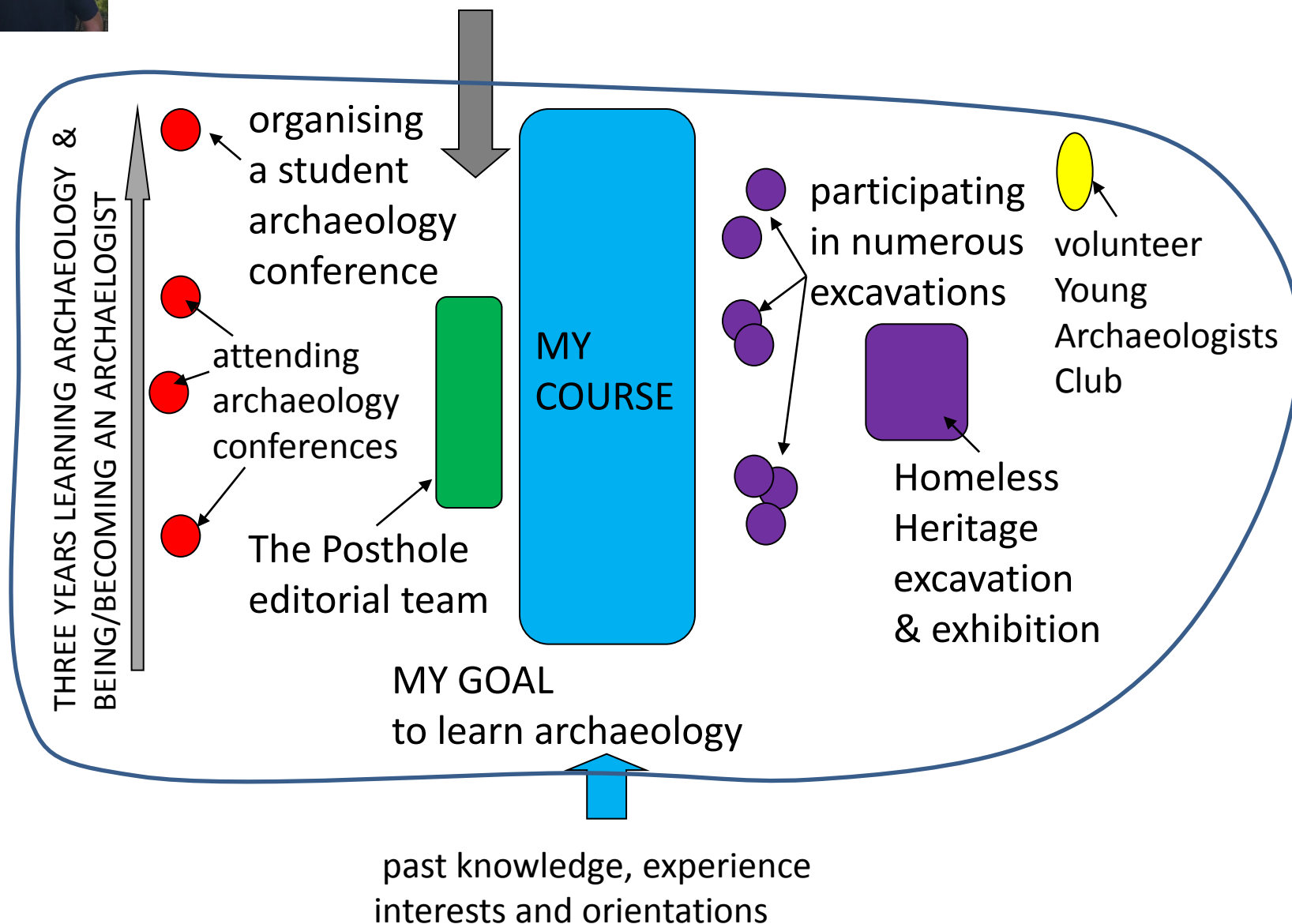
PROCESS
created for a particular purpose. May be learning or task oriented and includes the dimensions of time, space and purposeful action.

CAPABILITY, KNOWLEDGE, CONFIDENCE & METACOGNITION
enable me to create a process that is appropriate for the context and to achieve my goals. My self-awareness enables me to monitor the effects I am having and adjust or change my process and performance to achieve better results

FUTURE



Learning ecology – becoming the archaeologist I want to be
Interest-/passion driven learning and personal development



Curriculum or 'ecology' for Creative development

OPPORTUNITY

- for independence/autonomy/choice/negotiation
- to create own processes or ecologies for learning
- to take risks without being penalised for not succeeding
- to grow understanding about personal meanings of creativity
- to gain recognition for learning and development

CONTEXTS

- that stimulate intrinsic motivation and are immersive
- provide challenging solution-finding situations and tasks
- experiences that have real world relevance

APPROACHES

- enquiry-rich collaborative approaches to learning and problem working
- no single right answers only lots of possibilities
- rich in formative conversation and peer2peer interaction and collaboration
- emphasis on creating/co-creating meaning not just mastery of content
- teacher as co-creator '*meddler in the middle*'

Example ecology for Creative development



Example ecology for Creative development

HERE'S YOUR MARKET RESEARCH



HOW CAN I HELP YOU? THIS IS WHAT I WANT TO DO



CAN YOU HELP ME WITH THE CONTENT? HERE IS A FRAMEWORK TO HELP YOU



CONTEXT

University's vision

- stronger working relationships with local employers (ex: IBM, NHS, B&Q, IKEA, etc...)
- a more flexible curriculum - lots of online delivery and support.
- increased student employability - students more able to get good jobs -
- stronger partnerships and interactive relationships with local FE colleges and through this more young people applying to the University -



School's strategy

"How can we build upon what we are already doing?"

"What new things can we do that will help us improve what we do?"



Teacher's motivation

great opportunity to do something new, exciting & worthwhile



SORRY I DON'T KNOW

I don't know. Our system was never designed for that

How can I?...



SUCCESS AT LAST

Wow! this is great, you've set a new standard for this type of education! Can you present it at our staff development event?



IT'S A STRUGGLE BUT I BELIEVE IN IT

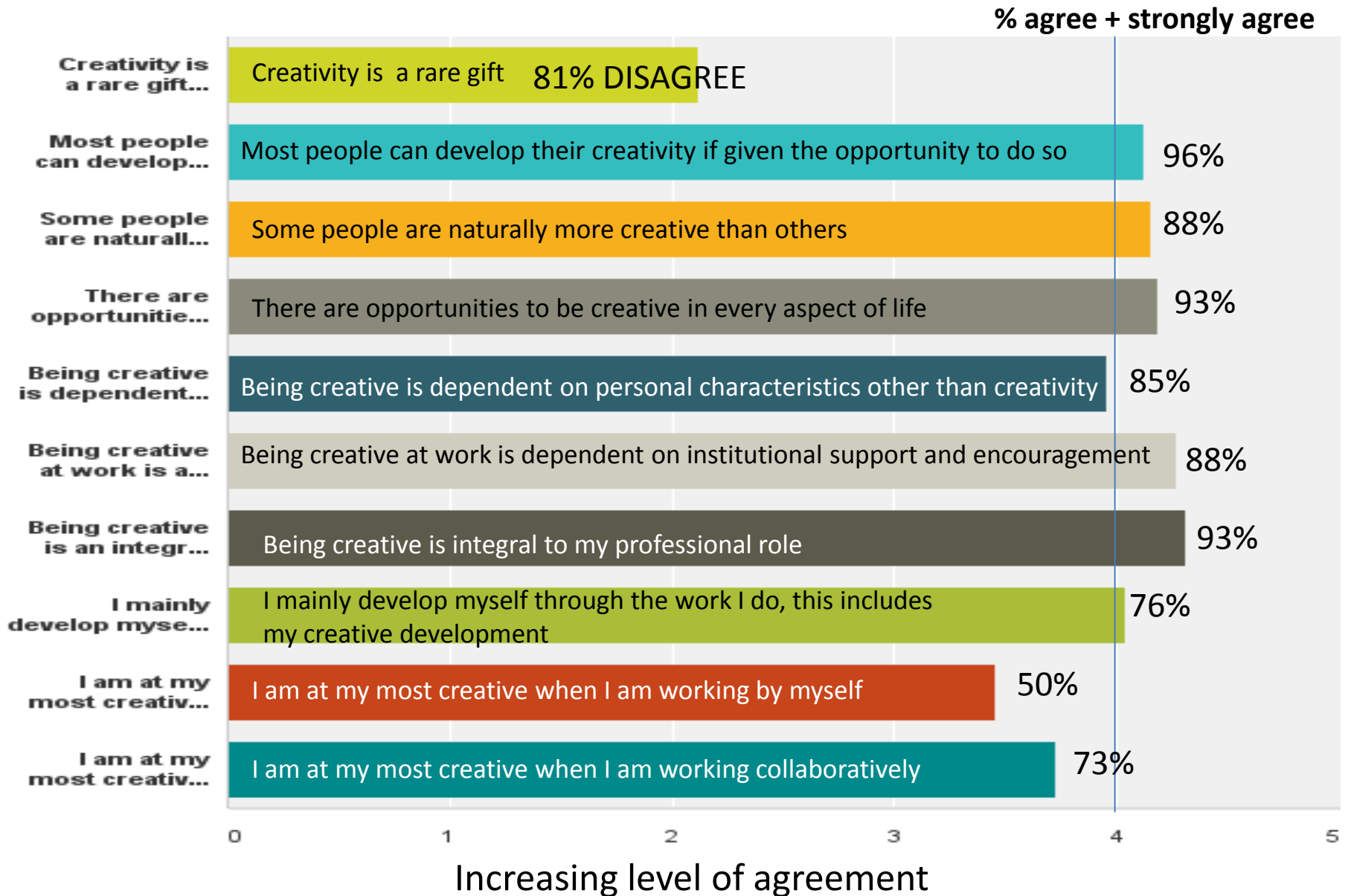


INSTITUTIONAL CULTURE

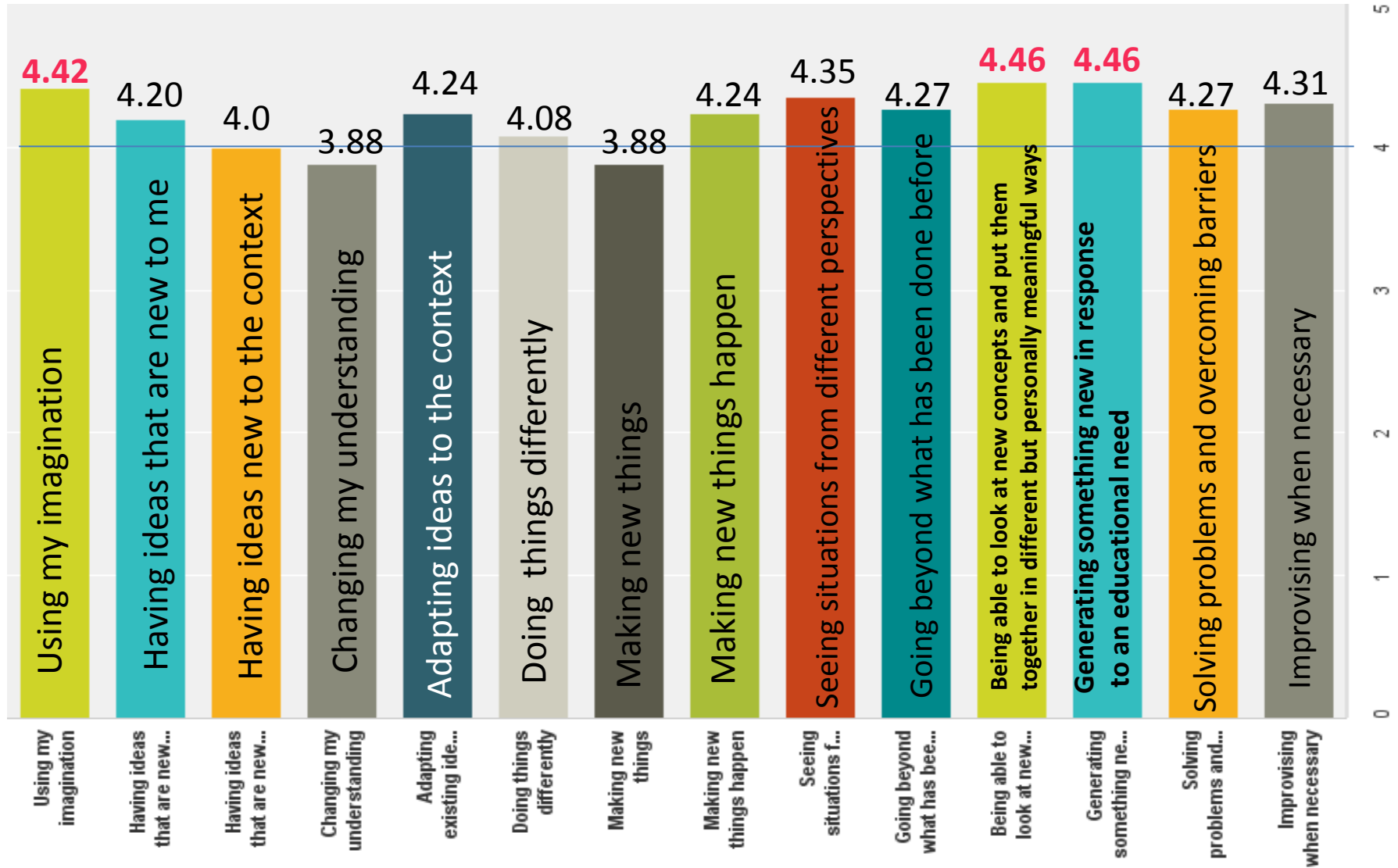
GREAT IDEA BUT IT MIGHT WORK BETTER IF WE DO THIS



Beliefs about creativity and being creative



In the context of work what does being creative mean?



What sort of things do you do that requires you to be creative?

TEACHING

- engaging students / making dry subjects interesting
- designing/planning
- developing new courses
- delivery techniques / subject delivery / delivering content
- teaching & learning activities / designing sessions/ lectures & seminars
- being creative with social media
- assessing learning / giving feedback
- finding/developing/managing resources for learning
- managing a broad range of student ability

RESEARCH

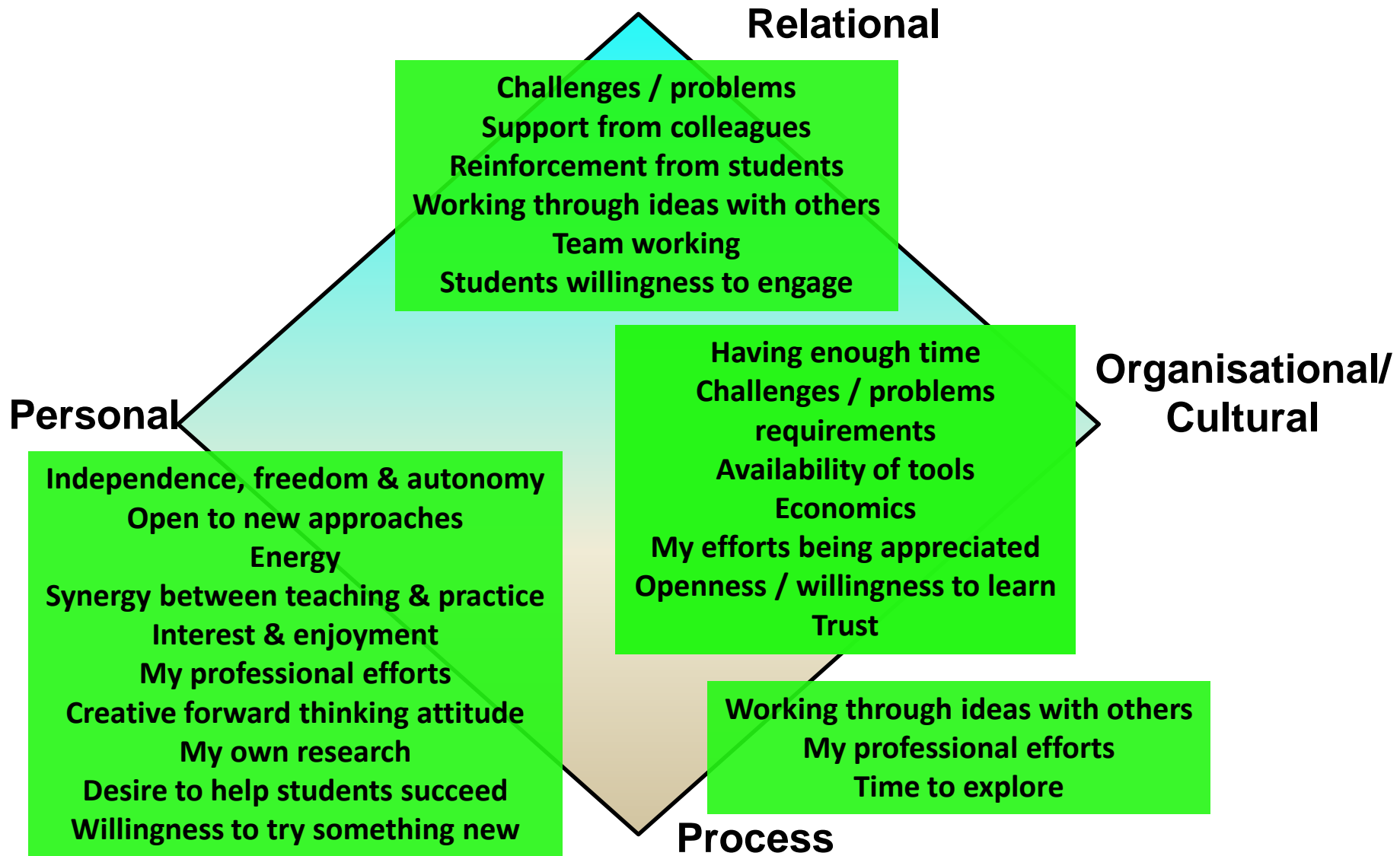
- creating new research
- applying research to teaching

OTHER

Student recruitment
Income generation
Staff development planning
Problem solving/rethinking old problems
Resolving differences
Income generation
Working with institutional systems



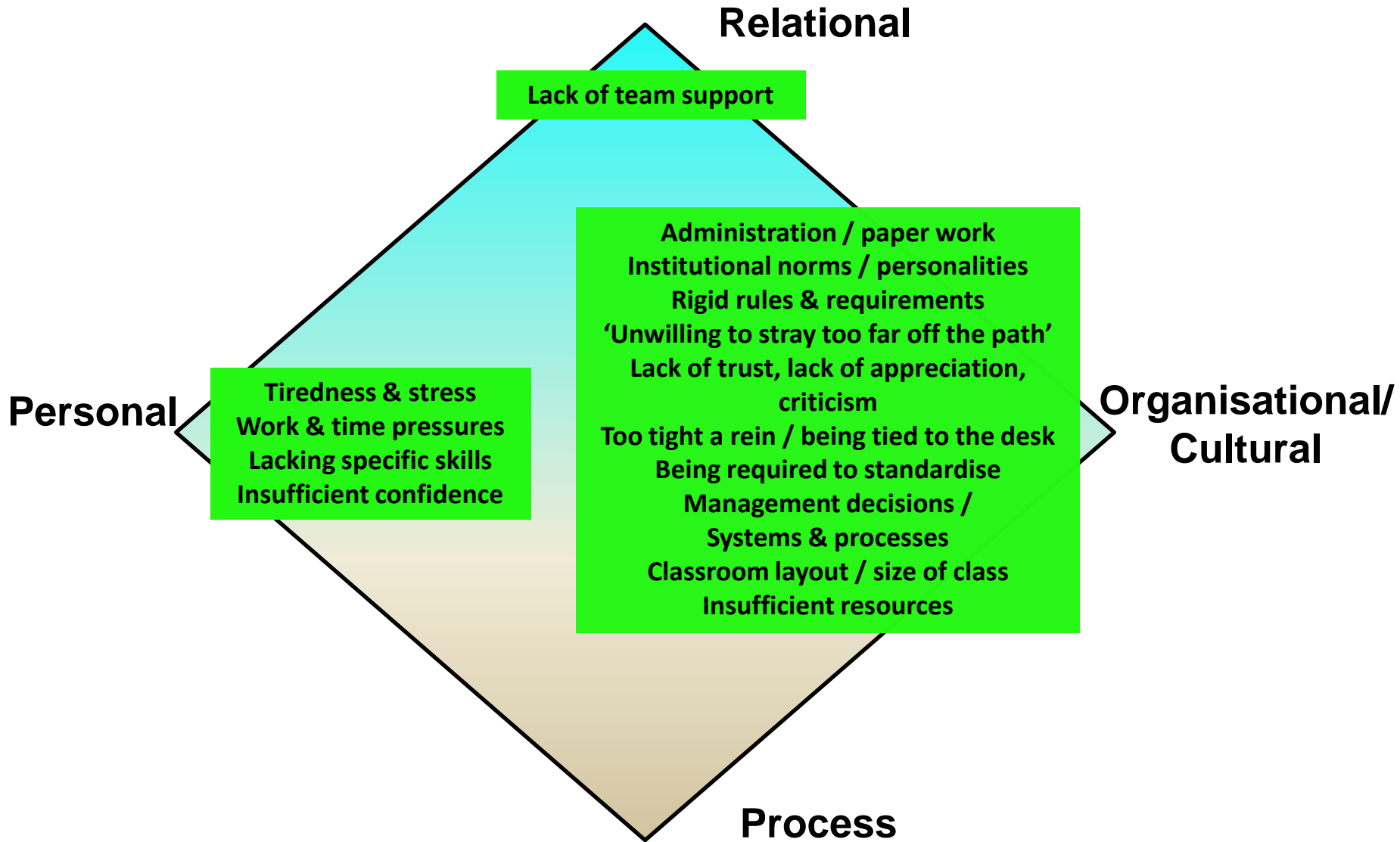
Factors that encourage creativity in work





bucks
new university

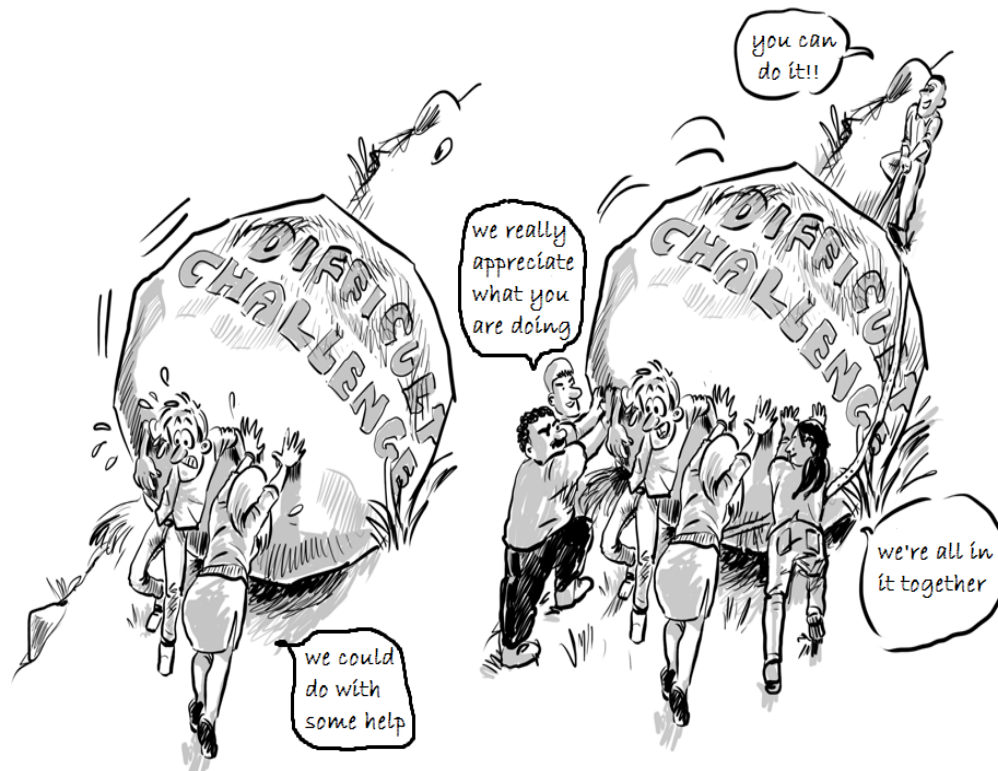
Factors that discourage creativity in work



A culture that encourages & provides emotional support

The Progress Principle -
Amabile and Kramer (2012)

‘the single most important factor in igniting creativity, joy, trust, and productivity in workplace situations is simply a **sense of making progress on meaningful work**’



‘Catalysts’ that facilitate progress and encourage creativity

Clear goals

Allowing autonomy

Providing resources

Having enough time

Offering help with the work

Learning how to succeed

Allowing ideas to flow

Environmental nourishers

1 respect & recognition

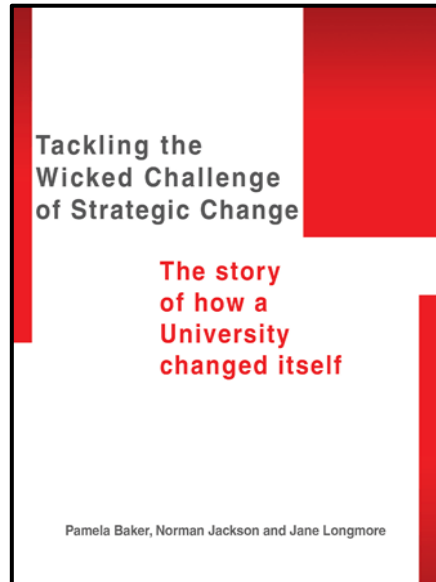
2 encouragement

creativity more likely to emerge

3 emotional support

4 affiliation

Factors & Conditions that Encouraged & Facilitated Strategic Change and Bottom-up Innovation in one university



Leadership, management & facilitation

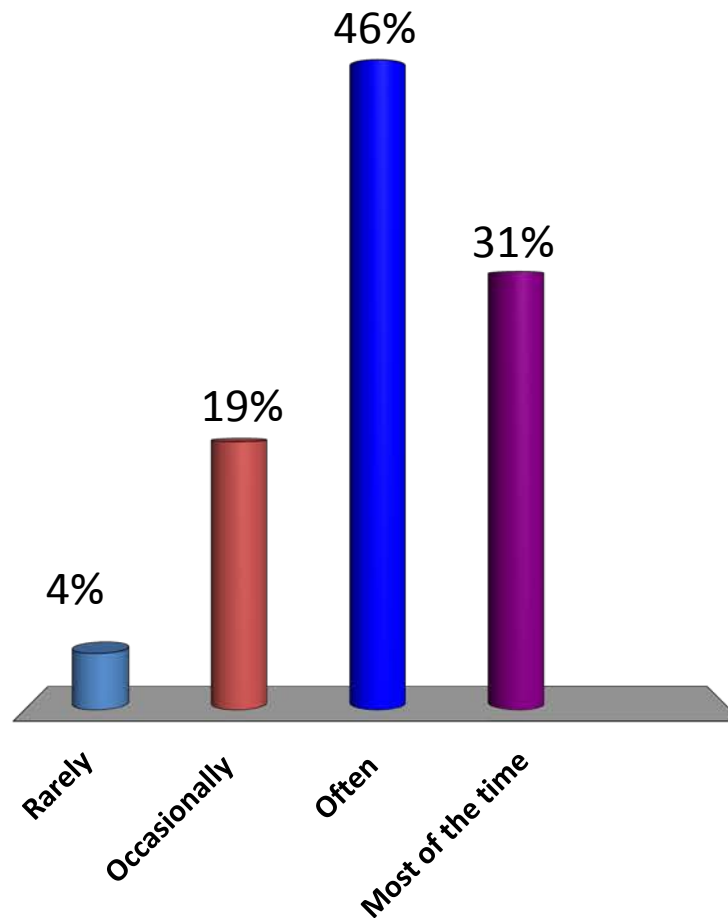
- 1 Leadership is shared and distributed throughout the organisation
- 2 A strategic vision that inspires people to create their own visions for change that they will embody
- 3 A strategy for both planned and emergent change
- 4 A strategy that involves the whole socio-cultural environment
- 5 Involvement of brokers to facilitate change across and between organisational structures, hierarchies and boundaries
- 6 An effective but flexible approach to managing and accounting for resources

Environmental /cultural

An environment/culture that :

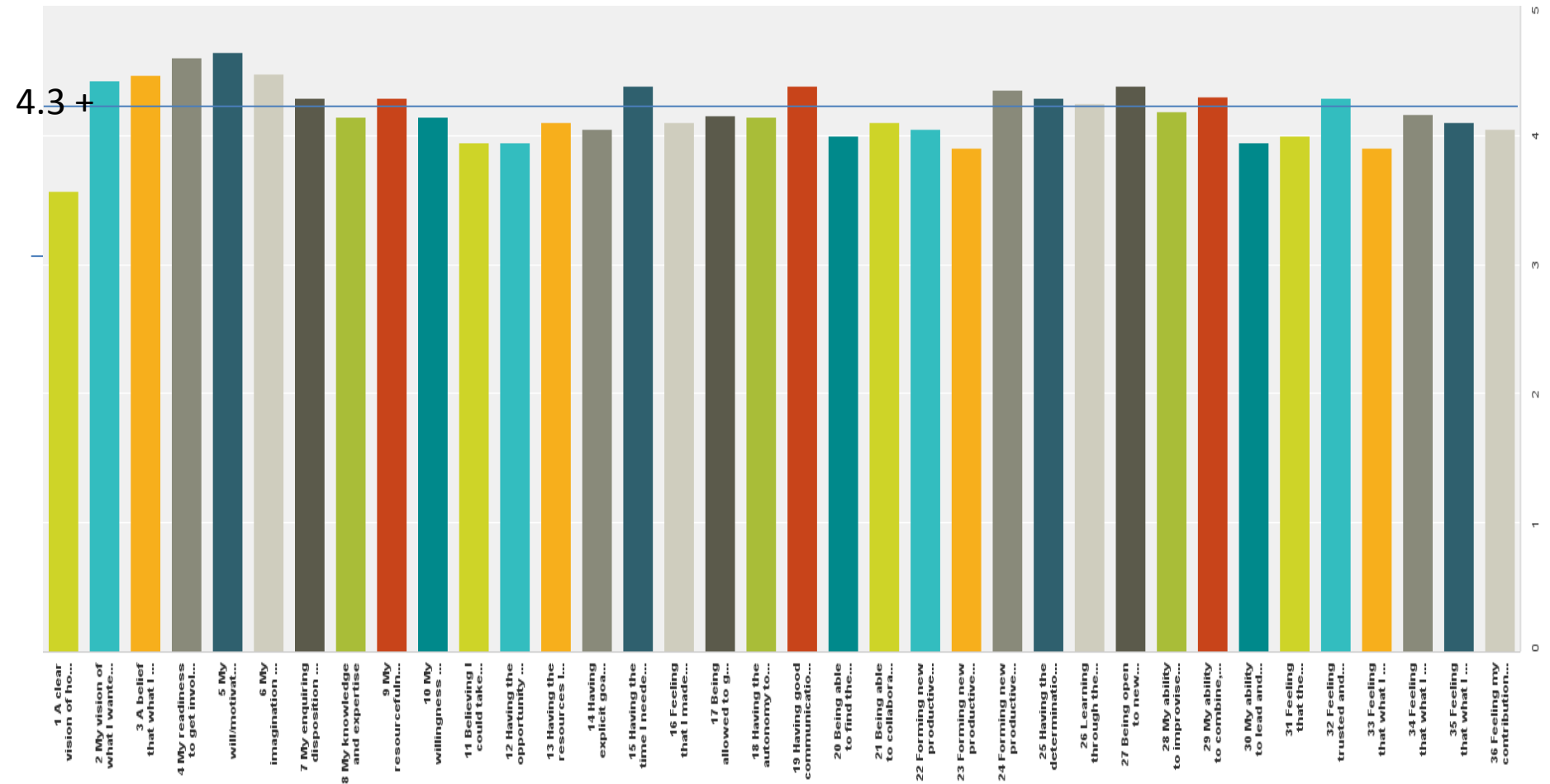
- 7 promotes effective, honest and meaningful communication
- 8 recognises and supports resolution of local contentious practice and facilitates rather than inhibits progress
- 9 encourages/facilitates new relationships and collaborations to foster change
- 10 provides emotional support and celebrates what has been achieved
- 11 values learning and encourages and enables people to share what has been learnt so that it can be used and adapted to other contexts
- 12 encourages people to take risks to put themselves into unfamiliar situations where they need to harness their creativity to realise their ideas and actualise themselves

How creative do you feel you are in your work?





Which components are relevant to your creativity and ability to be creative in the development of your own practice? (scores 0 = not relevant to 5 = absolutely essential)



What Drives and Nourishes Creativity?

YOUR WORDS



YOUR RELATIONSHIPS

Forming new productive relationships with people outside my team.

Feeling trusted and supported by my manager. Having the time I needed to complete the job
Having good communication with the people I needed to talk to.

YOUR CULTURE

YOU DO

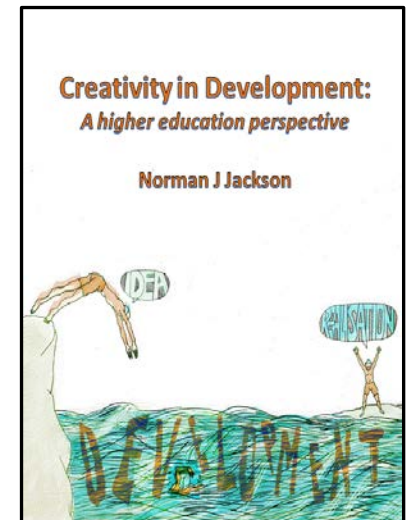
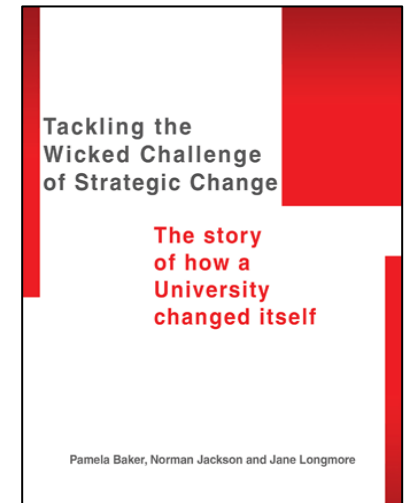
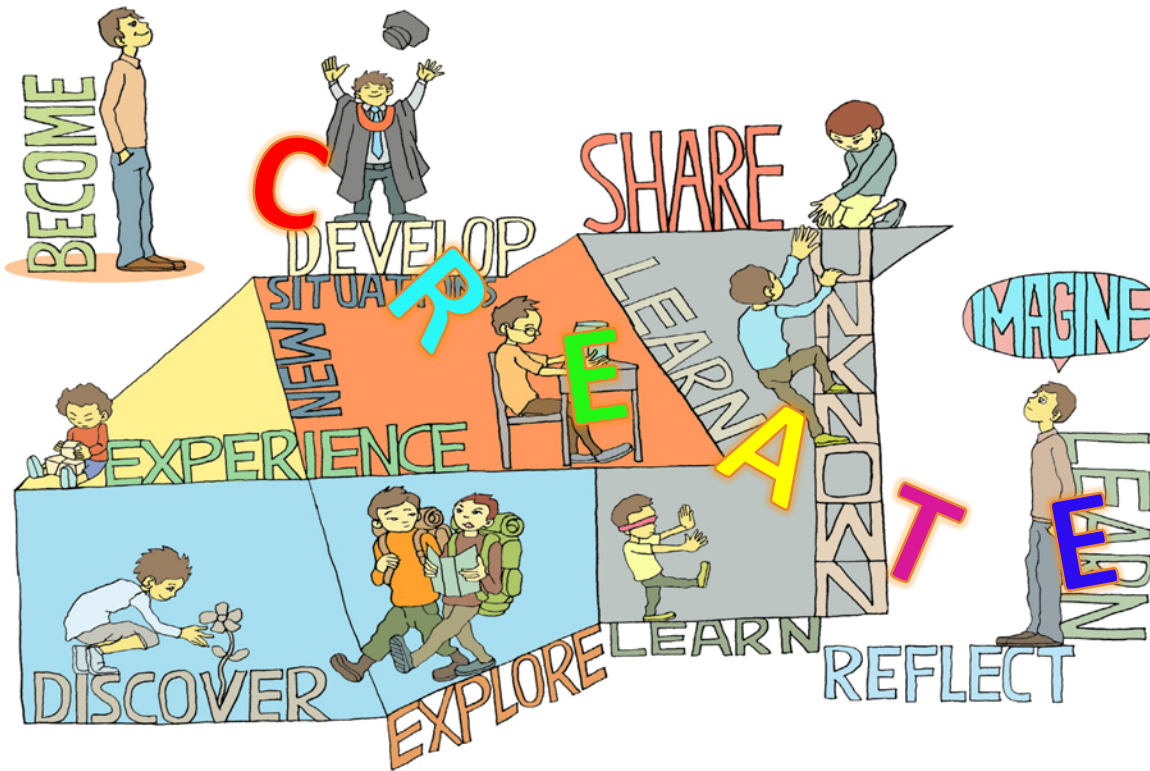
My vision, My belief that what I was doing would benefit students,
My readiness to get involved,
My imagination to see possibilities and generate new ideas
My enquiring disposition and willingness to experiment, My resourcefulness in overcoming obstacles, Having the determination and perseverance to overcome obstacles, May ability to combine, synthesise information and ideas
My will/motivation to succeed with something I care about

ECOLOGY for
LEARNING
& ACHIEVING

creativity
emerges

Learning through the experience – from problems as well as success

YOUR PROCESS



Copies of slides and papers can be downloaded from
<http://www.normanjackson.co.uk/buckinghamshire.html>

Creativity in development e-book
<http://www.creativityindevelopment.co.uk/>

Lifewide Education
<http://www.lifewideeducation.uk/>