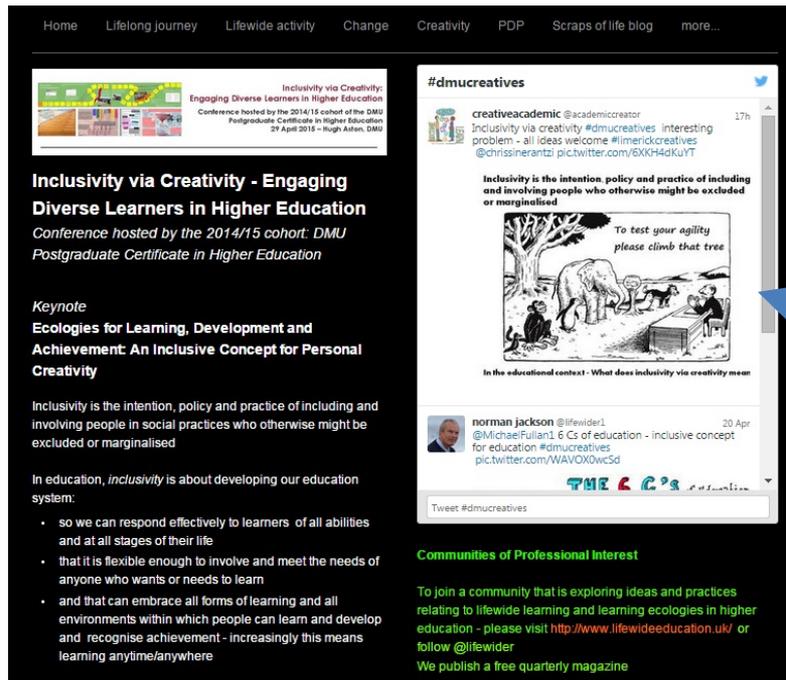


Ecologies for Learning, Development & Achievement

An inclusive concept for personal creativity

Norman Jackson

Slides & Links - <http://www.normanjackson.co.uk/dmucreatives.html>



Home Lifelong journey Lifeworld activity Change Creativity PDP Scraps of life blog more...

Inclusivity via Creativity - Engaging Diverse Learners in Higher Education
Conference hosted by the 2014/15 cohort of the DMU Postgraduate Certificate in Higher Education
27 April 2015 - Hugh Ashen, DMU

Inclusivity via Creativity - Engaging Diverse Learners in Higher Education
Conference hosted by the 2014/15 cohort: DMU Postgraduate Certificate in Higher Education

Keynote
Ecologies for Learning, Development and Achievement: An Inclusive Concept for Personal Creativity

Inclusivity is the intention, policy and practice of including and involving people in social practices who otherwise might be excluded or marginalised

In education, *inclusivity* is about developing our education system:

- so we can respond effectively to learners of all abilities and at all stages of their life
- that it is flexible enough to involve and meet the needs of anyone who wants or needs to learn
- and that can embrace all forms of learning and all environments within which people can learn and develop and recognise achievement - increasingly this means learning anytime/anywhere

Communities of Professional Interest

To join a community that is exploring ideas and practices relating to lifeworld learning and learning ecologies in higher education - please visit <http://www.lifeweedeeducation.uk/> or follow @lifewider

We publish a free quarterly magazine

#dmucreatives

creativeacademic @academiccreator
Inclusivity via creativity #dmucreatives interesting problem - all ideas welcome #imericreatives @chrisnerantz! pic.twitter.com/6XKH4dKuVT

Inclusivity is the intention, policy and practice of including and involving people who otherwise might be excluded or marginalised



In the educational context - What does inclusivity via creativity mean

norman jackson @lifewider1
@MichaeFullan1 6 Cs of education - inclusive concept for education #dmucreatives pic.twitter.com/WAVOX0we5d

Tweet #dmucreatives

Please post comments,
questions & suggestions
Twitter #dmucreatives



Inclusivity is the intention, policy and practice of including people in social practices who otherwise might be excluded or marginalised

In education, *inclusivity* is about developing our education system so it:

- * can respond effectively to anyone who wants or needs to learn and has the ability at all stages of their life**
- * is flexible enough to involve and meet the needs of anyone who wants or needs to learn**
- * can embrace all forms of learning and all environments within which people learn and develop and have their achievements recognised**

The inclusive challenge of preparing people 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

Life is a Creative Project

2000-03
LTSN

2003-05
HEA

2005-11
Uni Surrey
CETL

2011-15
Lifewide Education
& Creative Academic

1997-2000
QAA

1998-2003
Uni Surrey

1995-97
HEQC

1993-95
Uni Plymouth

1990-93
HMI

1985-90
Senior Lecturer
Kingston Poly

1980-85
Economic
Geologist DGMR
Saudi Arabia

1962
Sat milk
round

1968
Sat job
supermarket

1971
summer work in
Cornish
tin mine

1973-74
FT geology
technician

school & PT work

university & PT work

1963-67
daily
newspaper
round

1969-70 summer
work restaurant
work
Christmas post
bar work

1972
6 months
working
in tin mine
Start of PhD

1974-76
University
Teaching
Assistant

1977-80
Ass. Professor
King Abdul Aziz
Uni Saudi Arabia

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My interest in creativity, lifewide learning & learning ecologies



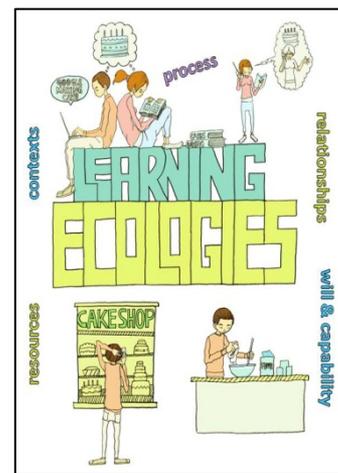
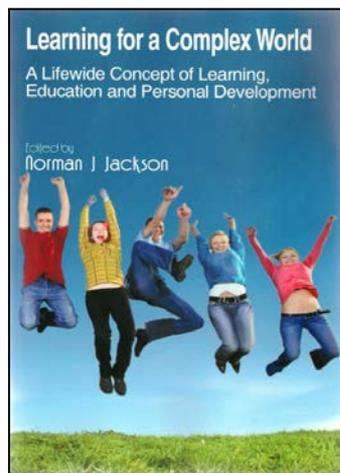
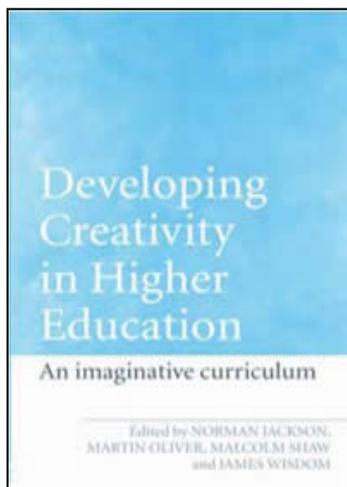
Policy/Regulation

Research

Development

& Innovation

Study of 'how a university changed'



Personal Development Planning Community

Imaginative Curriculum Network

SCEPTrE CETL

Lifewide Education Community

Creative Academic Community

1999-2000

2000-05

2006-11

2011- present

Three things you associate with being creative

Fun Originality Creative Making Ideas

Academics' Views Many Surveys

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 things

- Doing new things
- Problem solving
- Connecting things
- Communicating telling stories, selling ideas, persuading others
- Making new things
- Performing

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

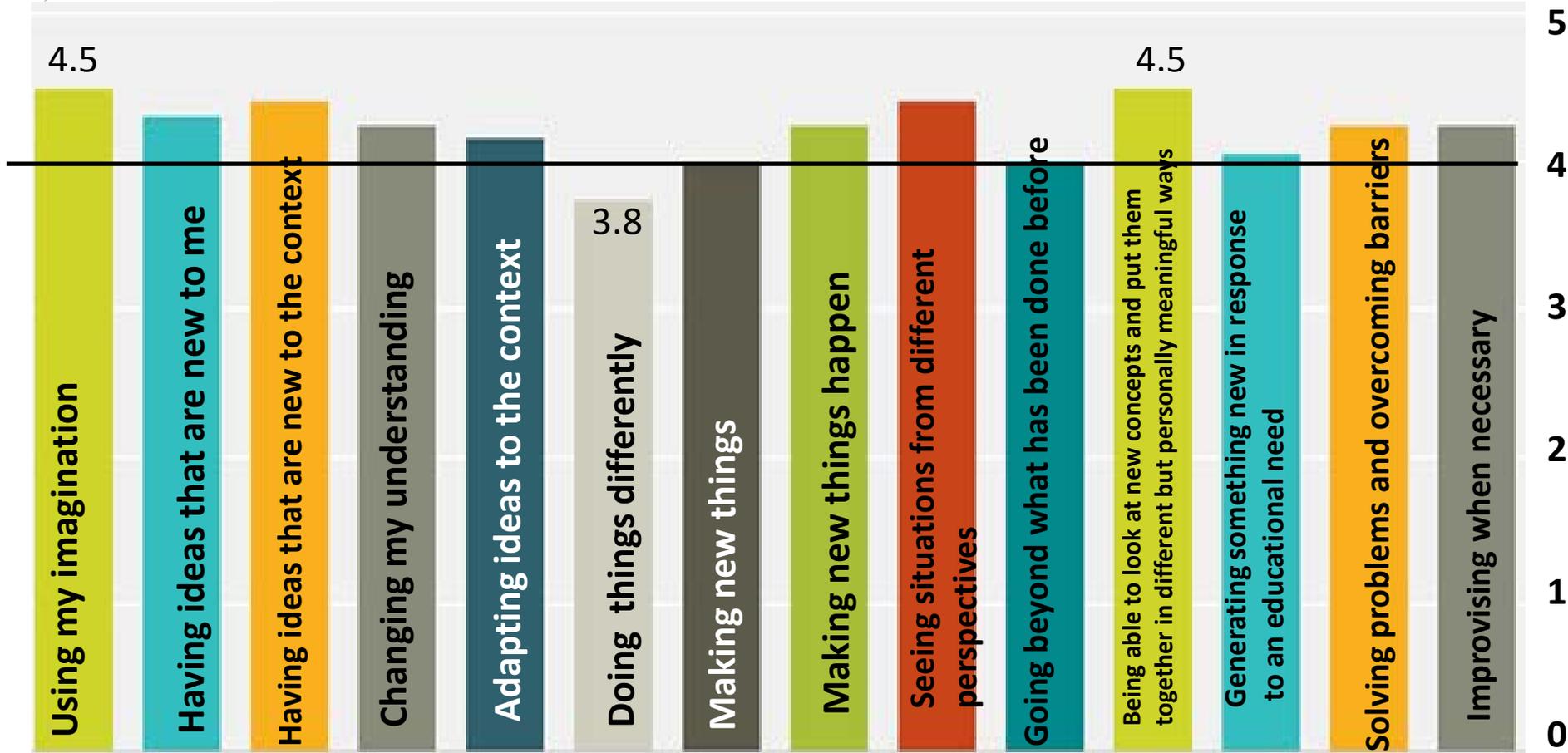
Attitudes

- Curiosity
- Willing to engage/explore
- Enthusiasm
- Being proactive
- Willing to take risks
- Determination
- Obsession

Effects

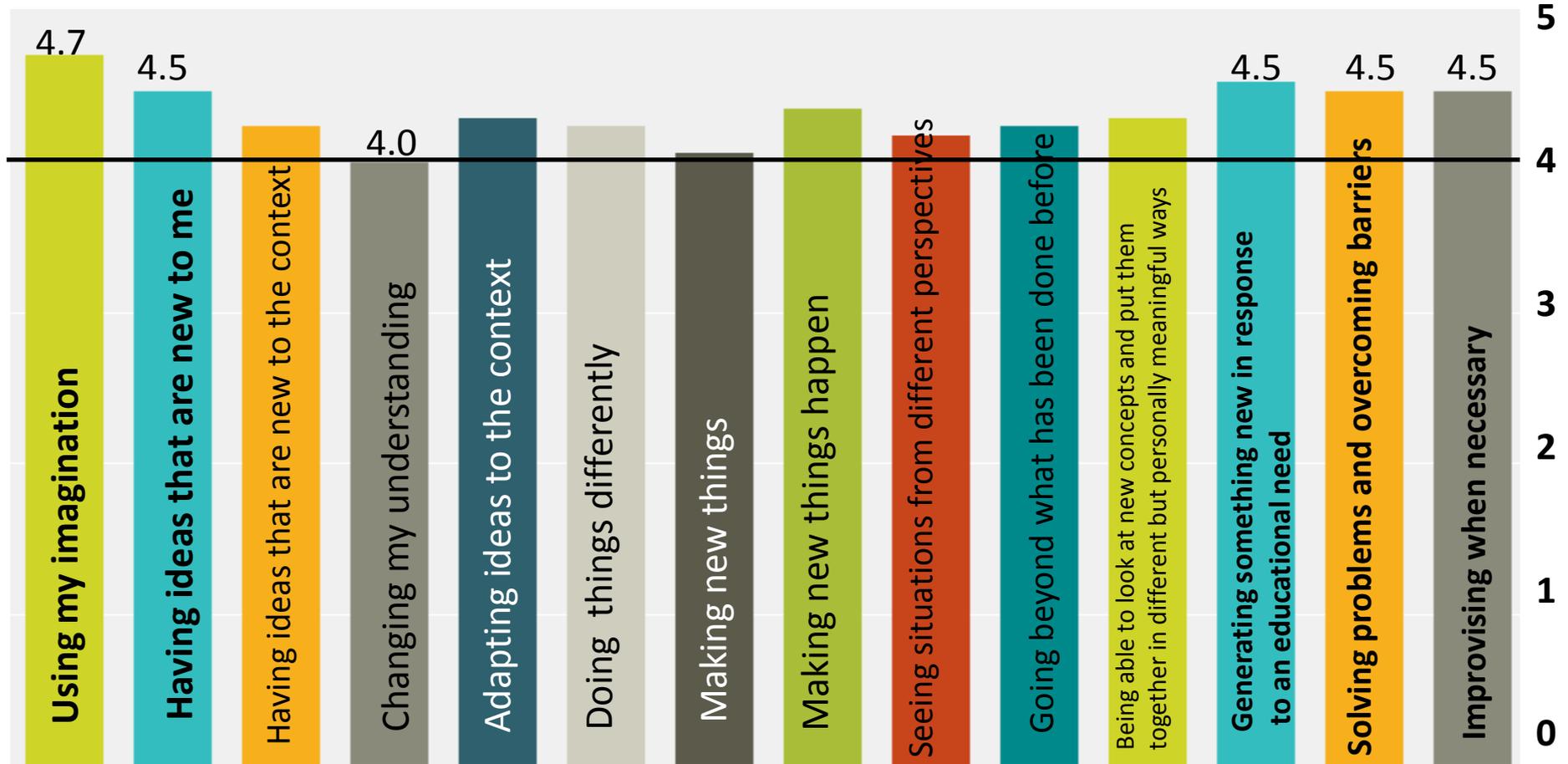
- Causes change
- New ideas
- New things
- Innovation
- Adaptation
- Changes you

What does being creative mean? (n=12)



0 = strongly disagree 5.0 strongly agree

What does being creative mean? (n=28 course tutors)

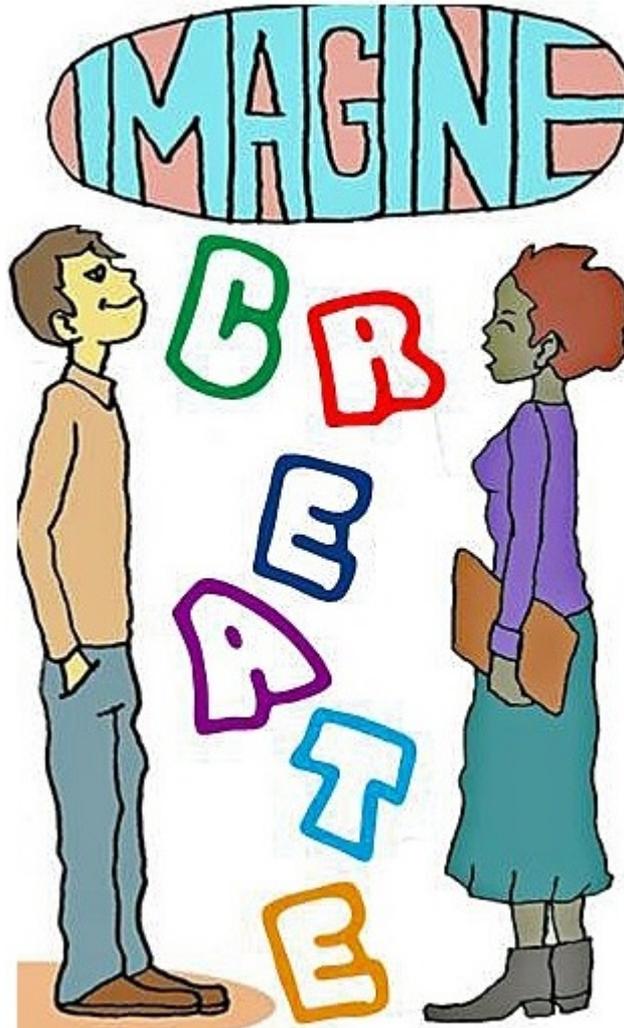


0 = strongly disagree 5.0 strongly agree

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

Creativity is the production of novel and useful ideas in any domain
Teressa Amabile 1996

Creativity is the act of turning new and imaginative ideas into reality. It involves two processes: thinking then producing.
Linda Naiman 2014



Creativity is 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

Creativity Conceptual Tools

2 Developmental perspective

3 Personal characteristics

1 Forms & social/cultural significance

4 Integrative thinking



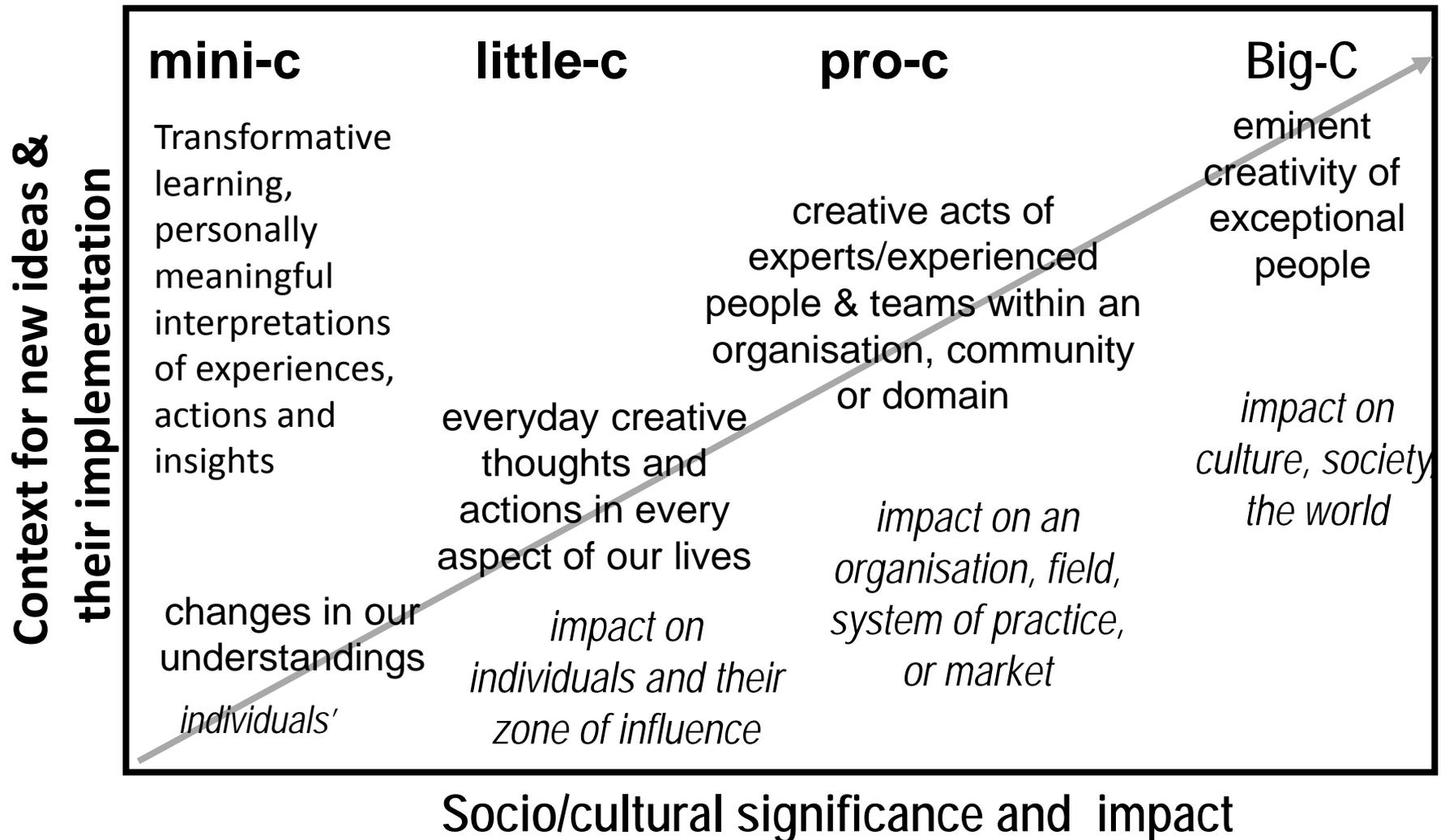
7 Ecology

5 Cultural & Social

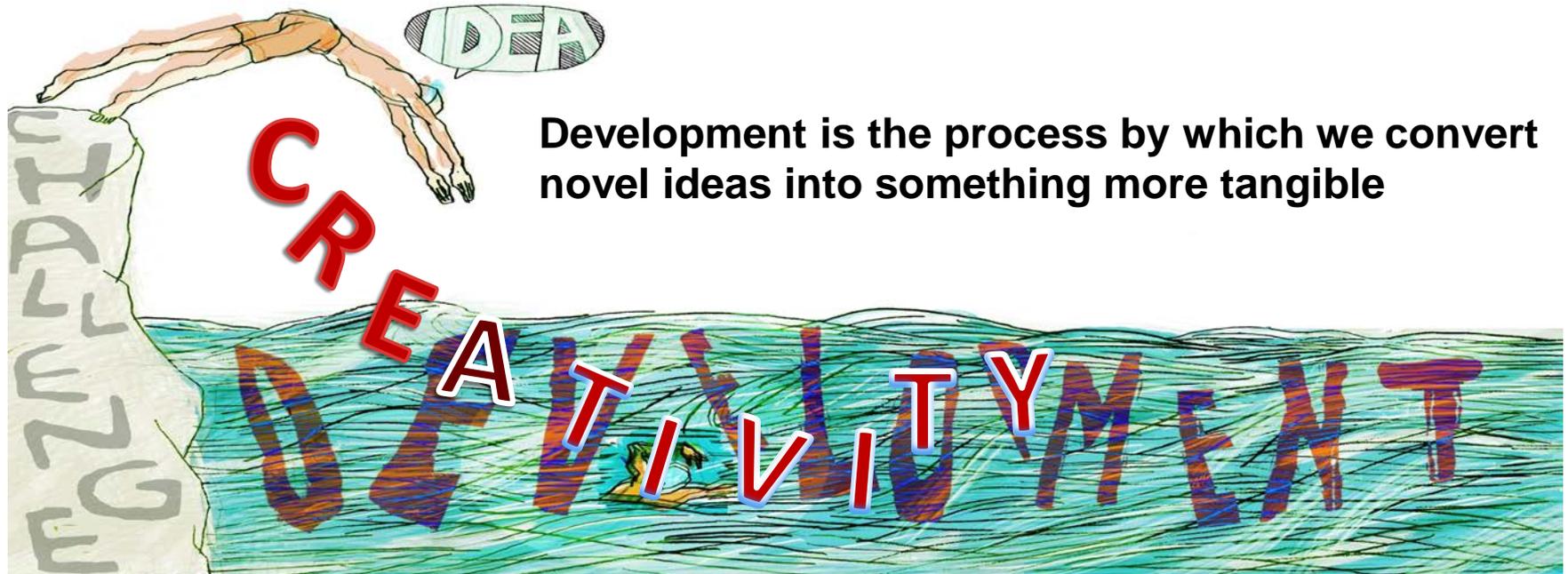
6 Context

1 Forms & significance - inclusive view of creativity

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

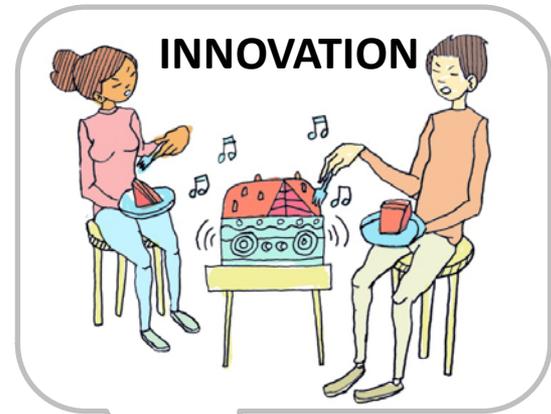
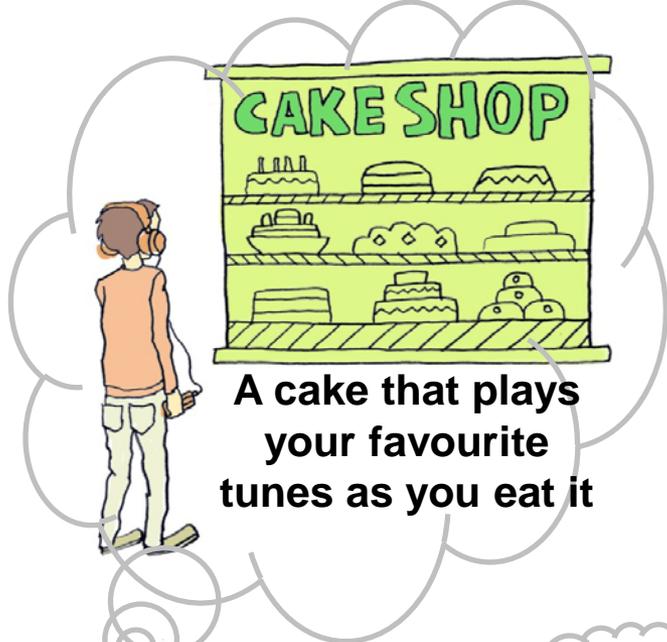
INCREMENTAL

Doing the right things
Doing things right
Doing things better

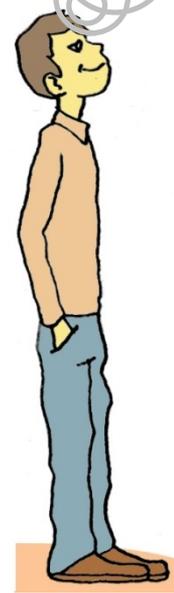
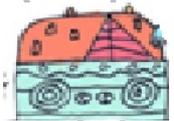
NON-INCREMENTAL / **INNOVATION**

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



**CREATIVE
ACHIEVEMENT**



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'

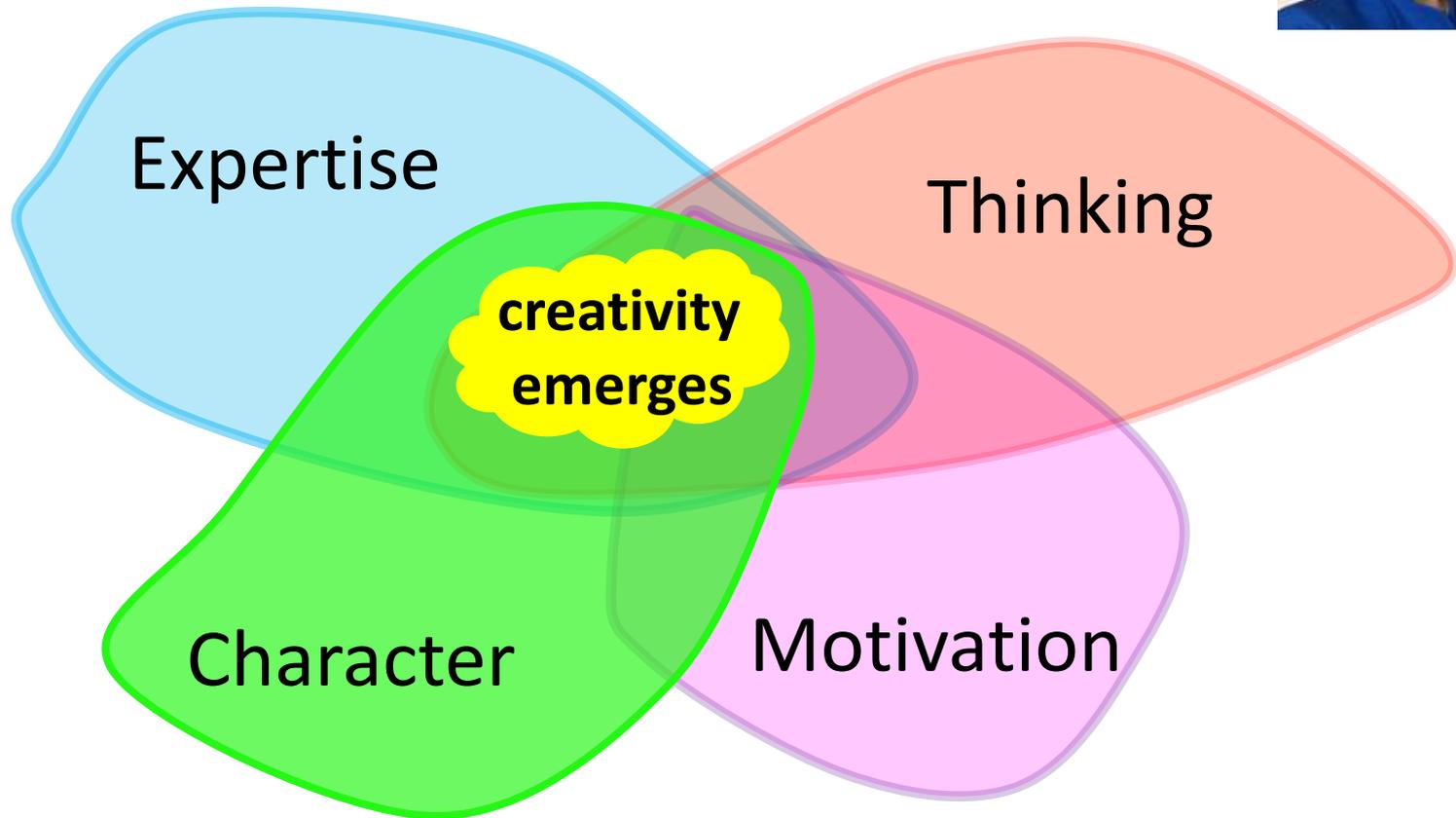
Carl Rogers (1960)

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

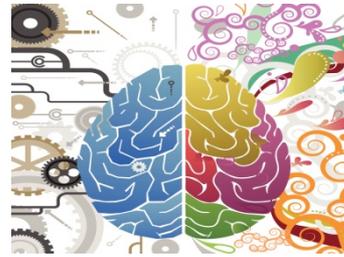
PRODUCT RESULTS FROM PROCESS!

3 Personal characteristics

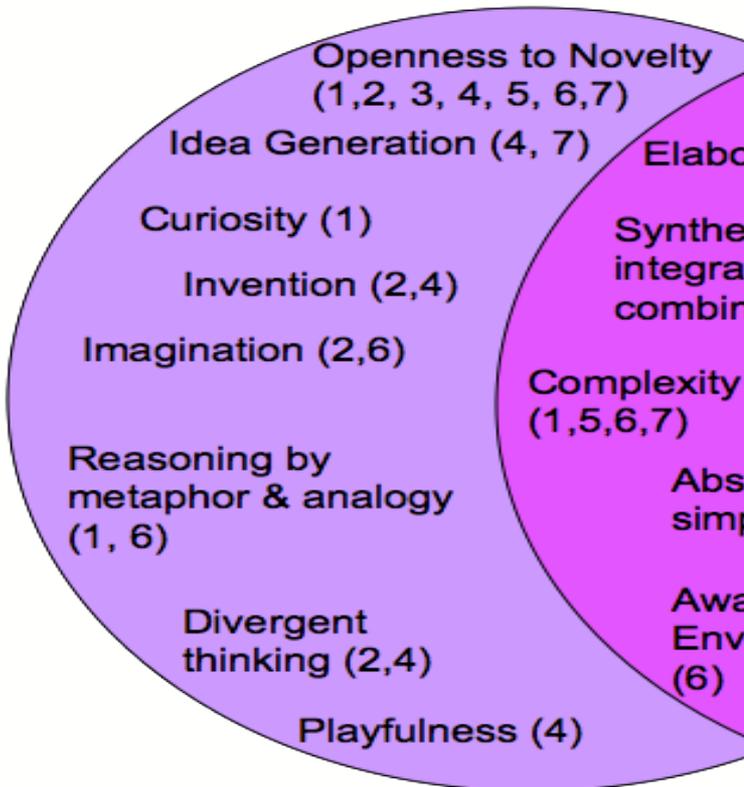
Componential model of creativity
Teresa Amabile (1983, 1996)



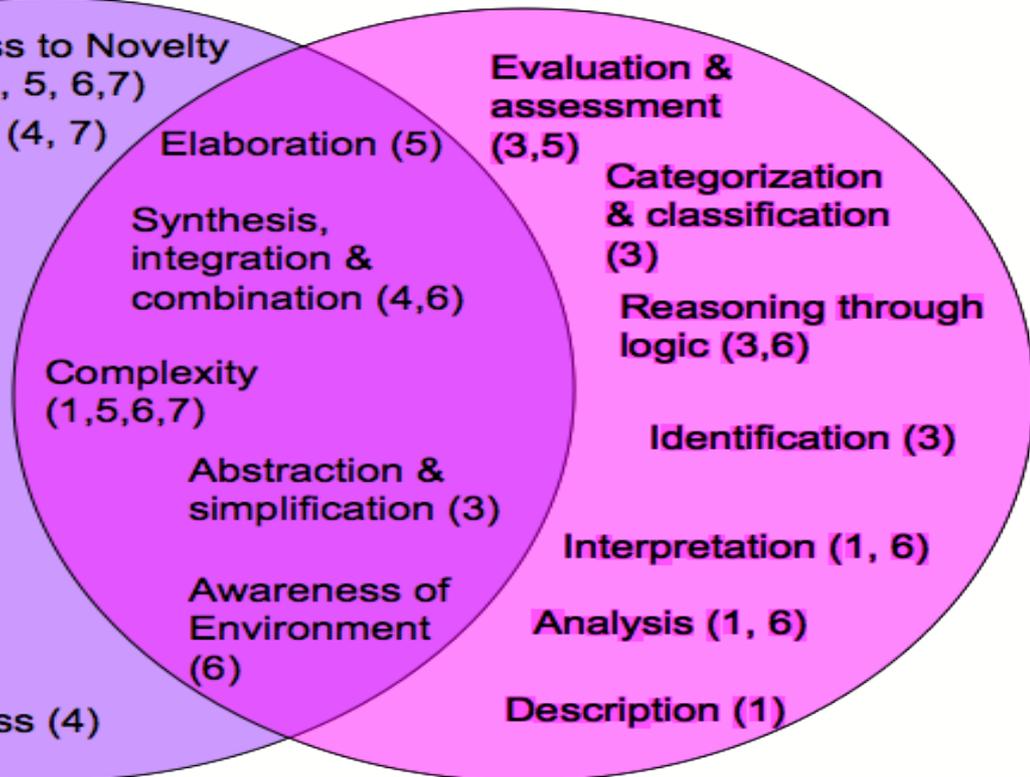
4 Integrative thinking



Creative Thinking



Critical Thinking



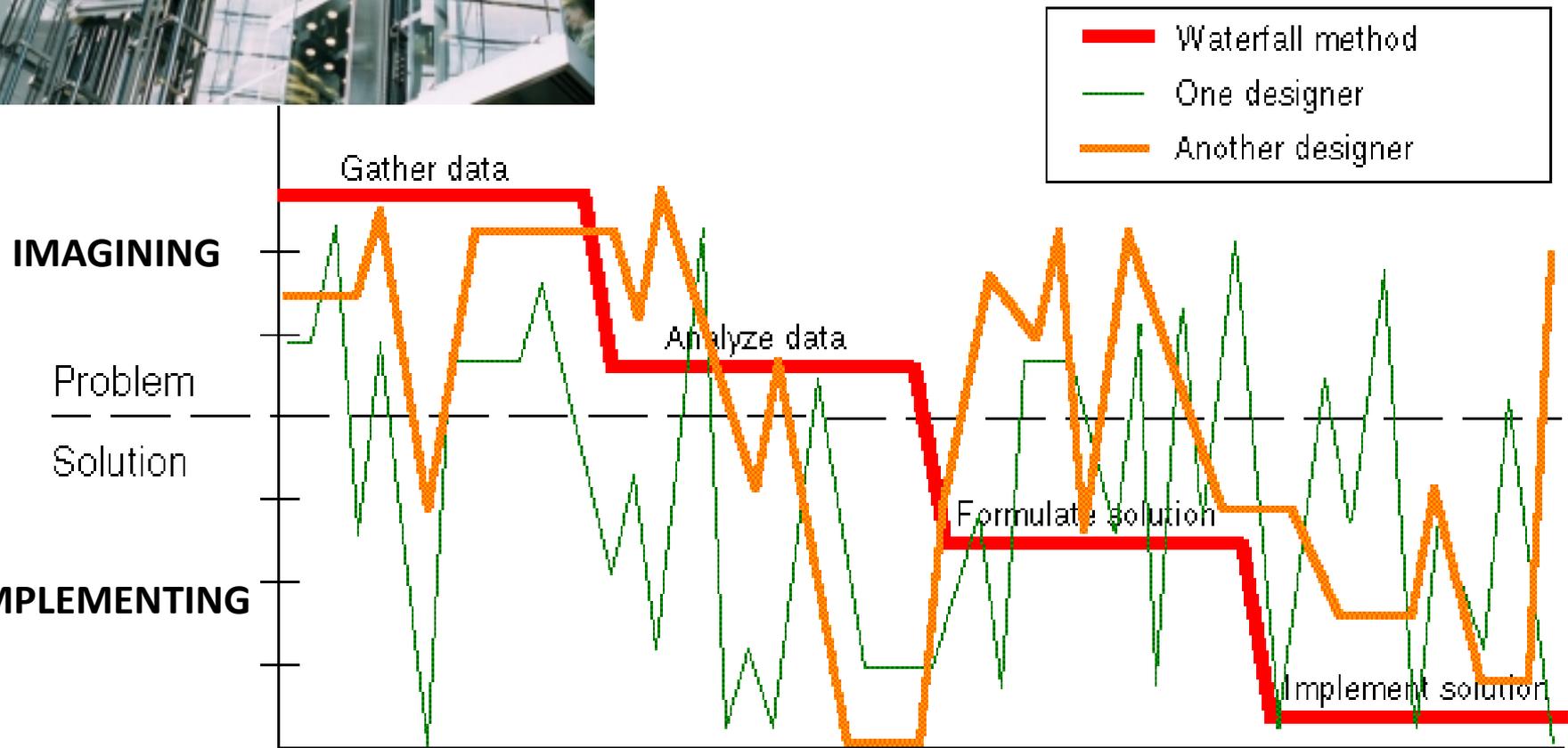
PROBLEM SOLVING SEQUENCE 1 Assess situation 2 Visioning 3 Formulate challenges
4 Explore ideas/possible solutions 5 Formulate solutions 6 Gain acceptance
7 Formulate a plan *Puccio, Murdock, and Mance (2005)*



What does creativity look like?

How experts solve complex problems

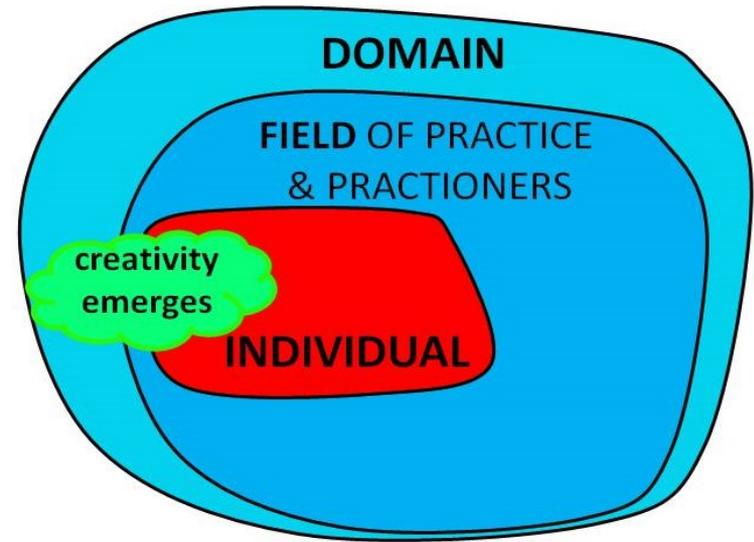
Pro-c creativity in action



Rittel, Horst and Melvin Webber (1973) 'Dilemmas in a General Theory of Planning'

5 Cultural & Social

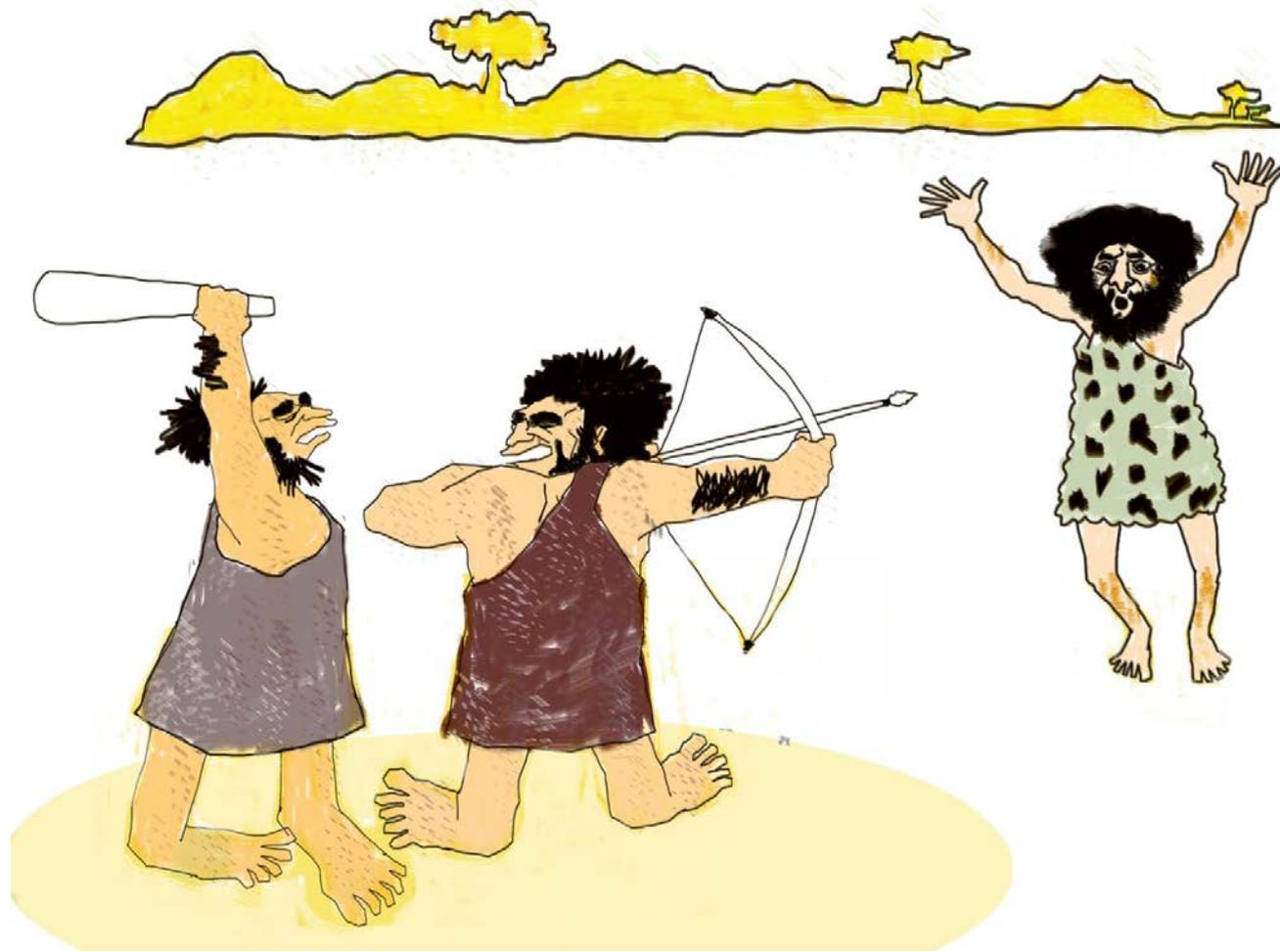
Creativity is a process that can be observed only at the intersection where individuals, domains and fields interact



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

Csikszentmihalyi (1999)

Disciplinary Tribes & Territories (Becher 1989)



Since we invented language it has become so much easier to identify intruders on our territory

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)

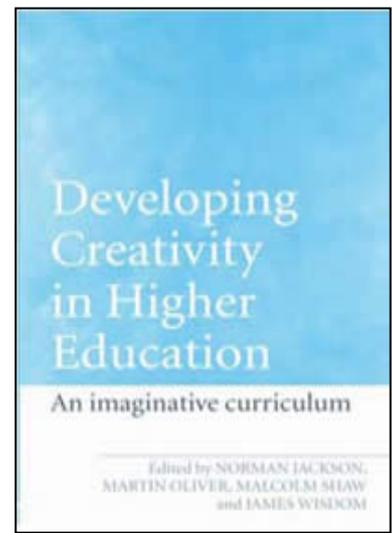
Being curious having an enquiring disposition – the desire to find out

Being resourceful – finding and making use of what is available

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



Beliefs about creativity n=12

creative skills/ attitudes identified in disciplinary surveys





Beliefs about creativity n=28 Course Tutors

creative skills/ attitudes identified in disciplinary surveys



0 = strongly disagree
5.0 = strongly agree

Beliefs about creativity n=12

Creativity is a rare gift

2.1

Some people are naturally more creative than others

3.8

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

4.4

Developing students' creativity is a significant challenge

4.0

Developing students' creativity should be an integral part of their development while at university

3.9

Its not possible to teach students to be creative

2.1

Its not possible to assess students' creativity

2.1

In my subject area students have lots of opportunity to be creative

3.0

Programmes are designed to encourage creativity

2.9

Students cannot be creative before have mastered a lot of knowledge and skill

2.6

The role of the teacher is to explain what creativity means then assess students against criteria that relate to these meanings

3.2

The role of the teacher is to help students understand their own creativity and help them make claims with the evidence they believe is appropriate

3.8

Students have more opportunity to use and develop their creativity in their lives outside their academic programme

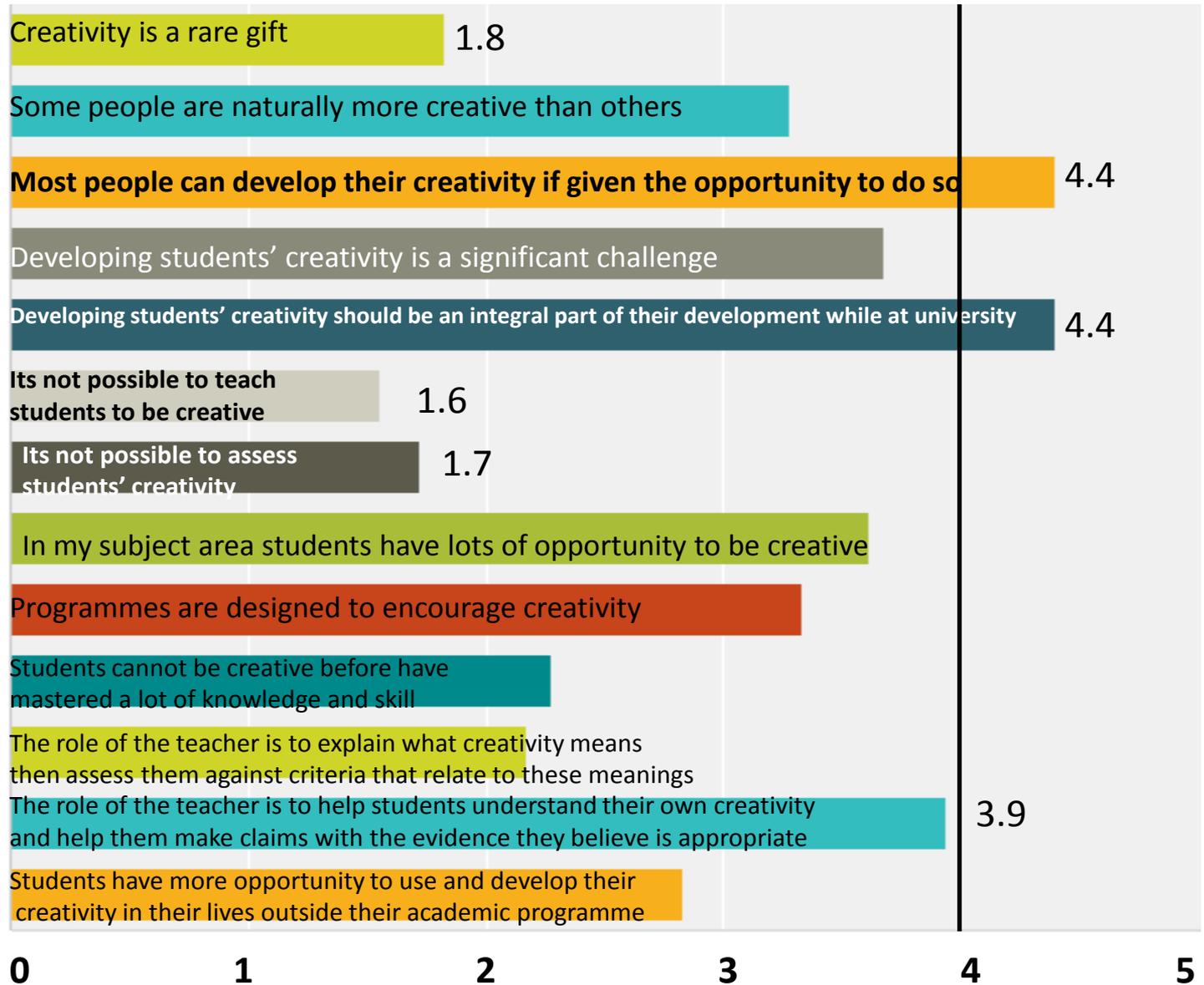
3.2

0 = strongly disagree
5.0 strongly agree

0 1 2 3 4 5

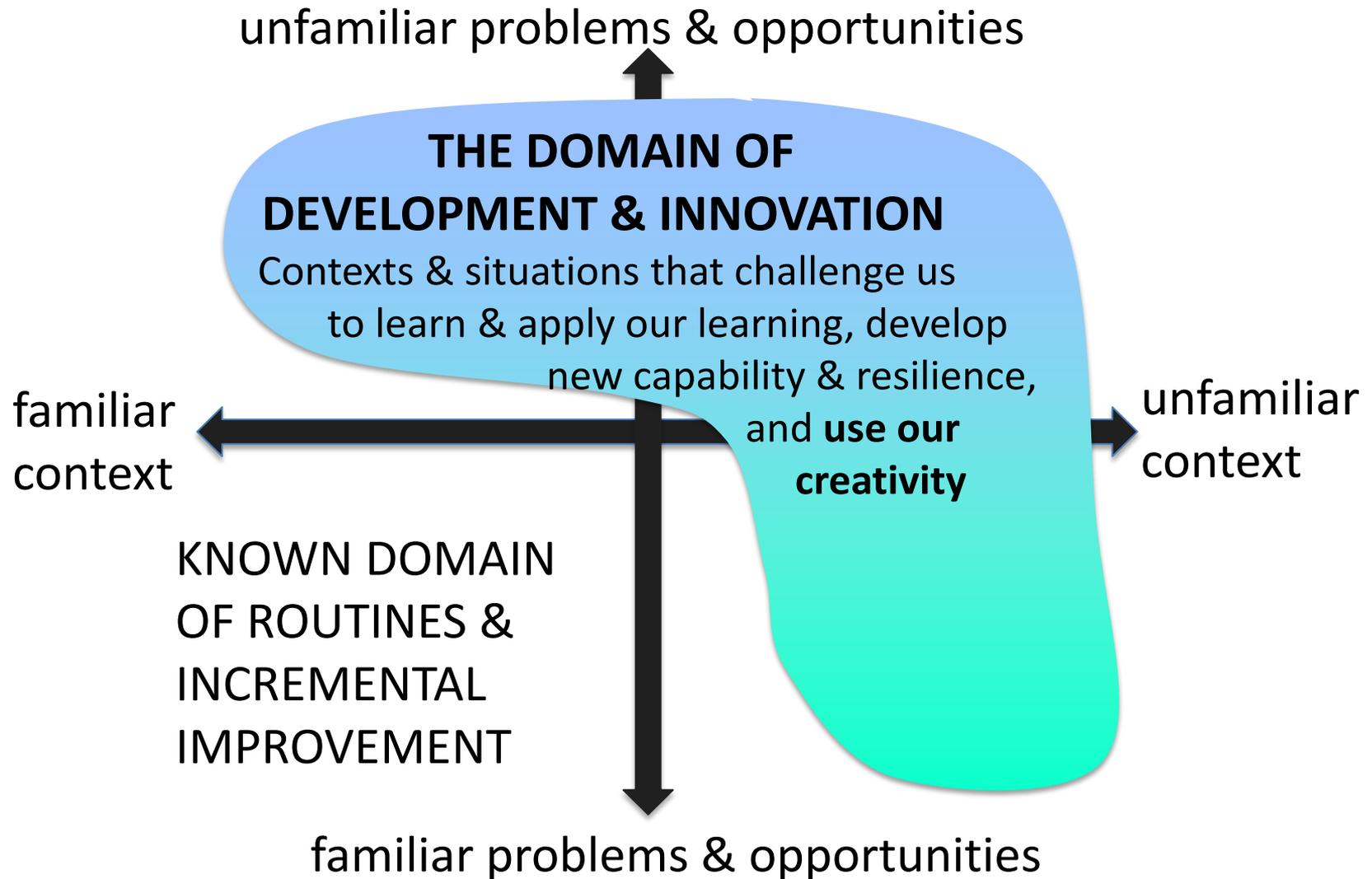


Beliefs about creativity (n=28 course tutors)



0 = strongly disagree
5.0 = strongly agree

6 Context



6 Context – finding your element

ELEMENT

Personal creativity flourishes when an individual finds their 'element': the particular contexts and challenges in which they can fully utilise their aptitudes, abilities, talent and enthusiasm for doing something, because they care deeply about what they are doing and are motivated to perform in a committed and inspired way to achieve things they value.

MEDIUM

For an artist his medium is his painting, drawing, sculpture or other artform, It includes his materials and tools. For a writer his medium for self-expression is the words he writes and it includes his tools – paper/pen, wordprocessor.



'Jeff in his element'



Student Beliefs n=309 :

Where do you feel you are at your most creative?

never
creative

in my room
 dancing
 when I'm 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 things I like & enjoy doing
 trying to entertain my 1 year old

In my photography
 generating new ideas for Entrep. society
 doing manual work 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.
 when I am working in teams
 thinking of new business opportunities
 horse riding
 cooking something
 when I teach
 Dj'ing
 when I am given a leadership role
 when I'm in my 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 quiet place
 through my internship
 when I make or decorate something

I am not a creative person

I am sometimes creative

***I am often
creative***

always
creative





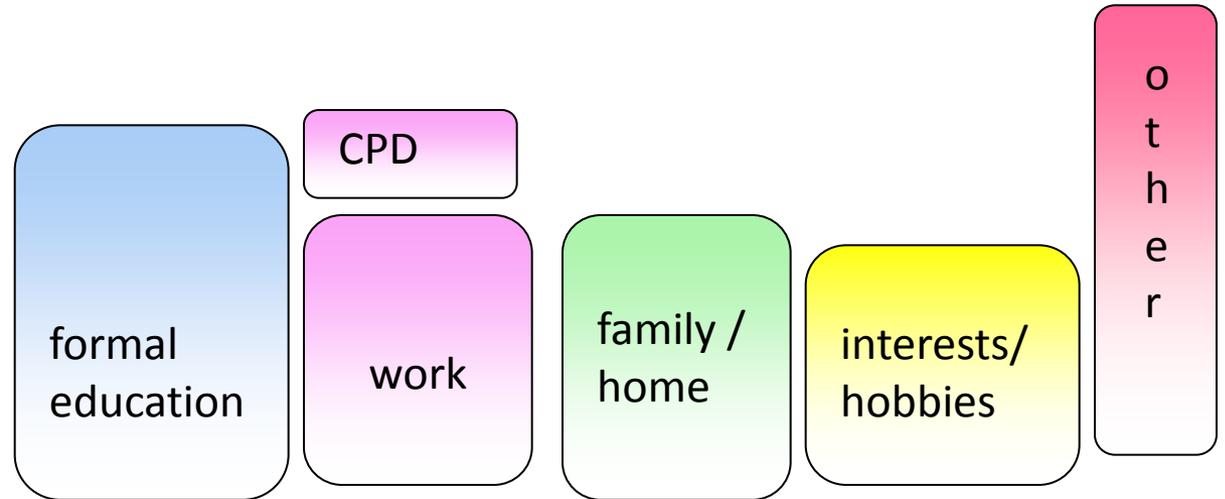
6 Lifewide Contexts



FUTURE

Lifelong learning: All learning activity undertaken throughout life with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective (Commission of European Communities 2001)

PAST



PRESENT

Lifewide learning: All learning and personal development that emerges through activities in the multiple contexts and situations we inhabit contemporaneously at any point in our life, with the aim of fulfilling roles and achieving specific goals, and continuously developing knowledge, understanding, skills, capabilities, dispositions and values within personal, civic, social and/or employment-related contexts.



P E R S O N A L

<https://www.youtube.com/watch?v=ThZSbKXIVow>

N
O
W

formal education

work

family / home

interests/ hobbies

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LIFEWIDE LEARNING

A
L
L

Formal		Informal
Intended		Unanticipated
Need	&	Interest
Directed		Self-directed
Planned		Emergent
De-contextualised		Contextualised

S I G N I F I C A N T

6 Lifewide contexts for personal creativity



5 min ACTIVITY LIFEWIDE SPACES FOR CREATIVITY

- 1) Create a map of the different parts of your life – label the parts in ways that make sense to you
- 2) In which parts of your life do you feel you are able to be creative and WHY??
- 3) What medium(s)/tools facilitate creative self-expression?

My affordances for creativity



High affordance

- 1) **WORK** (interest/complexity/ambition/freedom/play)
- 2) **BAND** (freedom/collaboration/play)

Which medium(s) facilitate creative self-expression?

- 1) **words/pictures/processes**
- 2) **music**

What tools help you express yourself creatively?

- 1) **laptop/word/paint/photoshop/ Web 2.0 & Social Media**
- 2) **drum kit**

7 Ecology

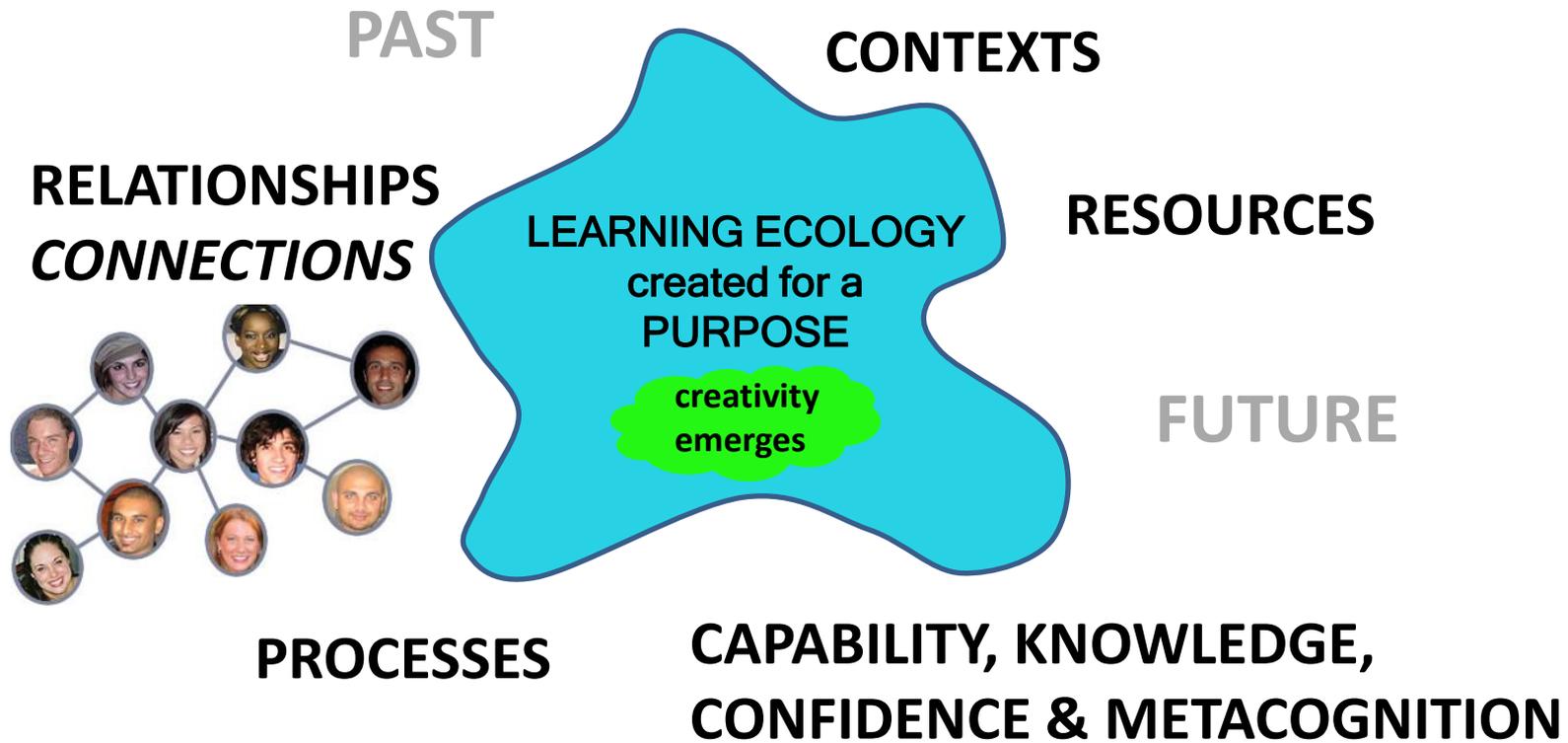


Ecologies- a complex set of relationships among the living resources, habitats, and residents of an area for the purpose of living

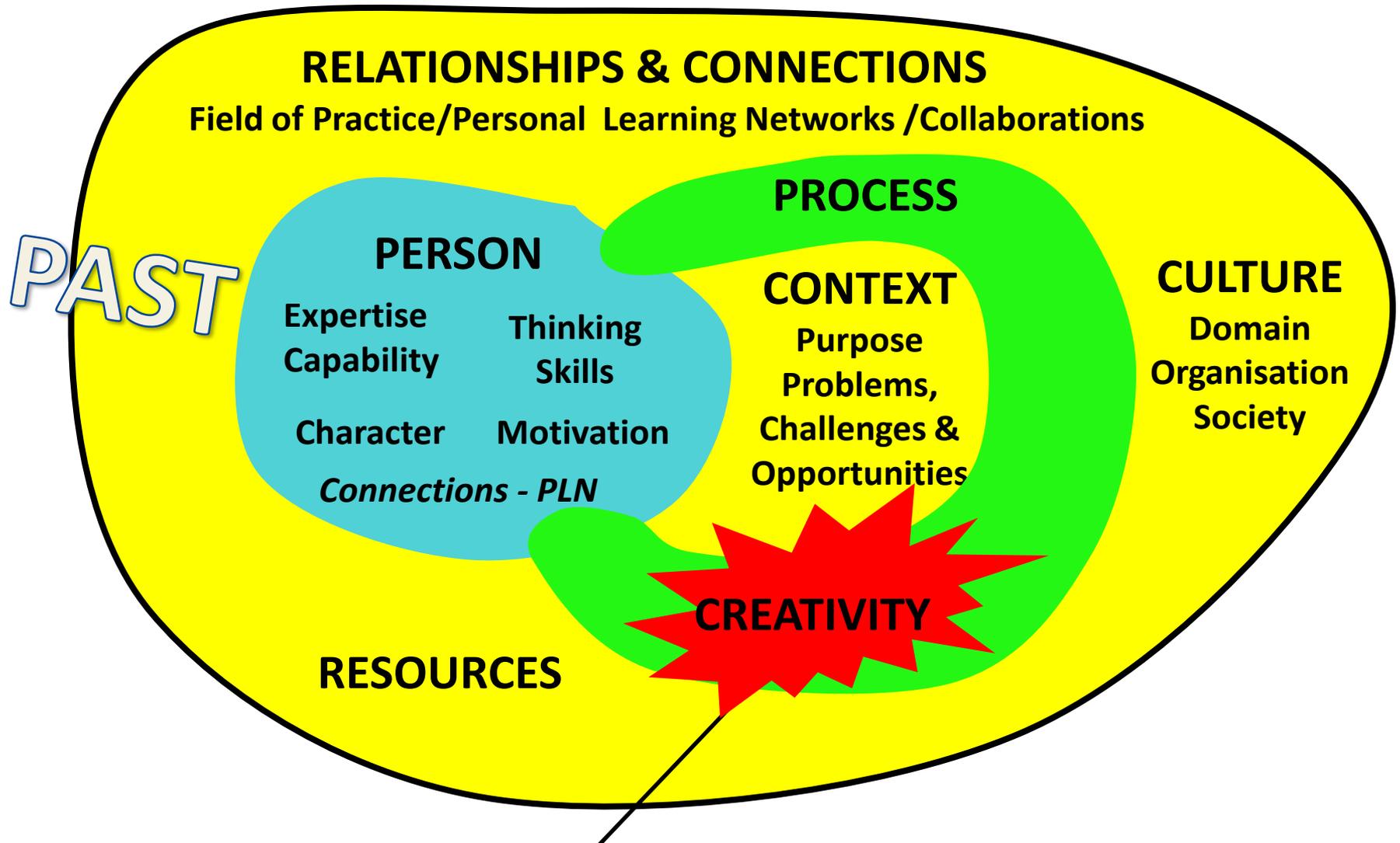
Learning ecology (Jackson 2013: 14)

the complex set of relationships we create in a particular context for a particular purpose that provide us with opportunities and resources for learning, development and achievement

7 Ecology

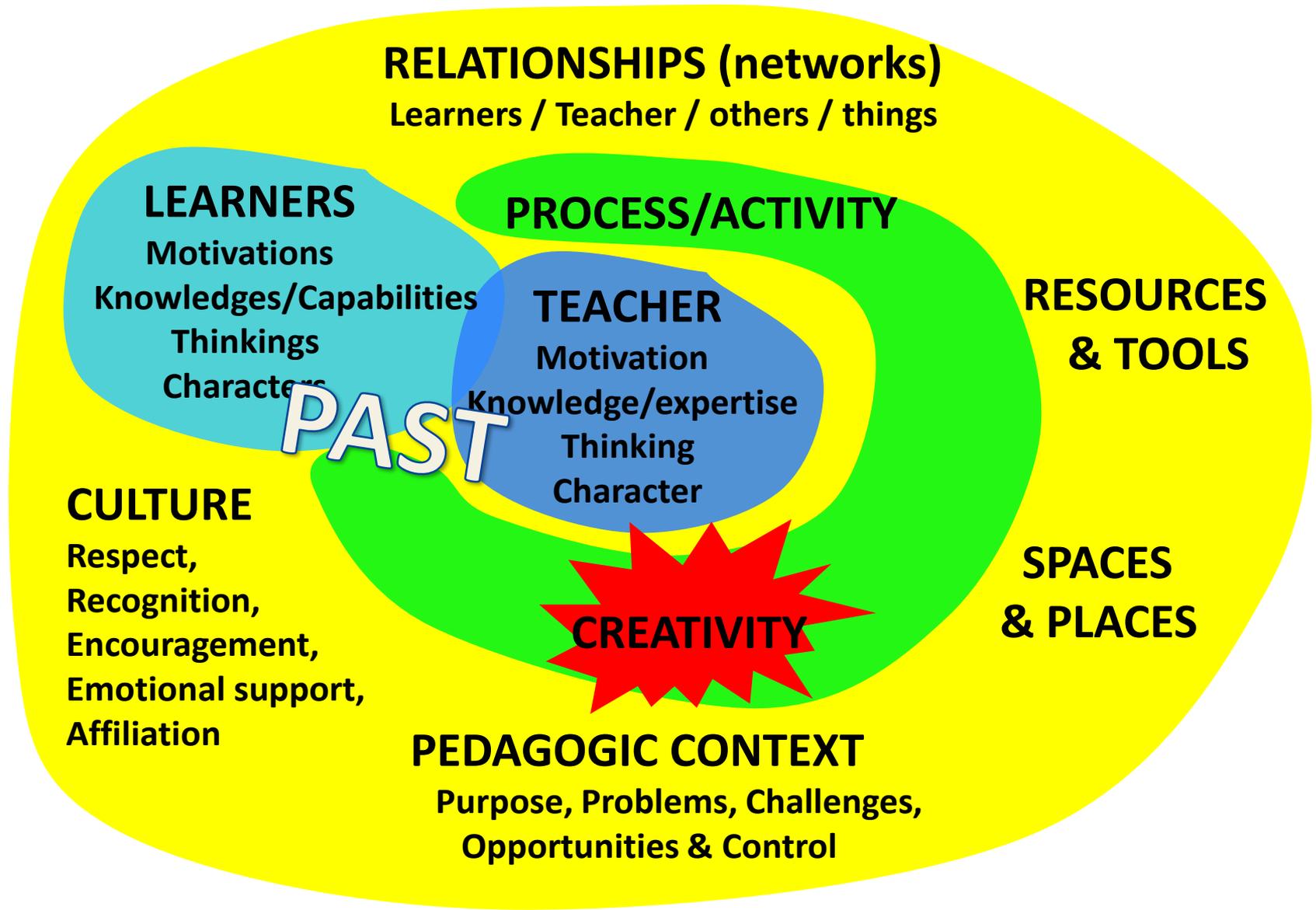


Ecology of Personal Creativity



'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)

Teacher created ecology for learning & creativity



Pedagogic influence on learning ecology

McWilliam (2009)

three pedagogic stances

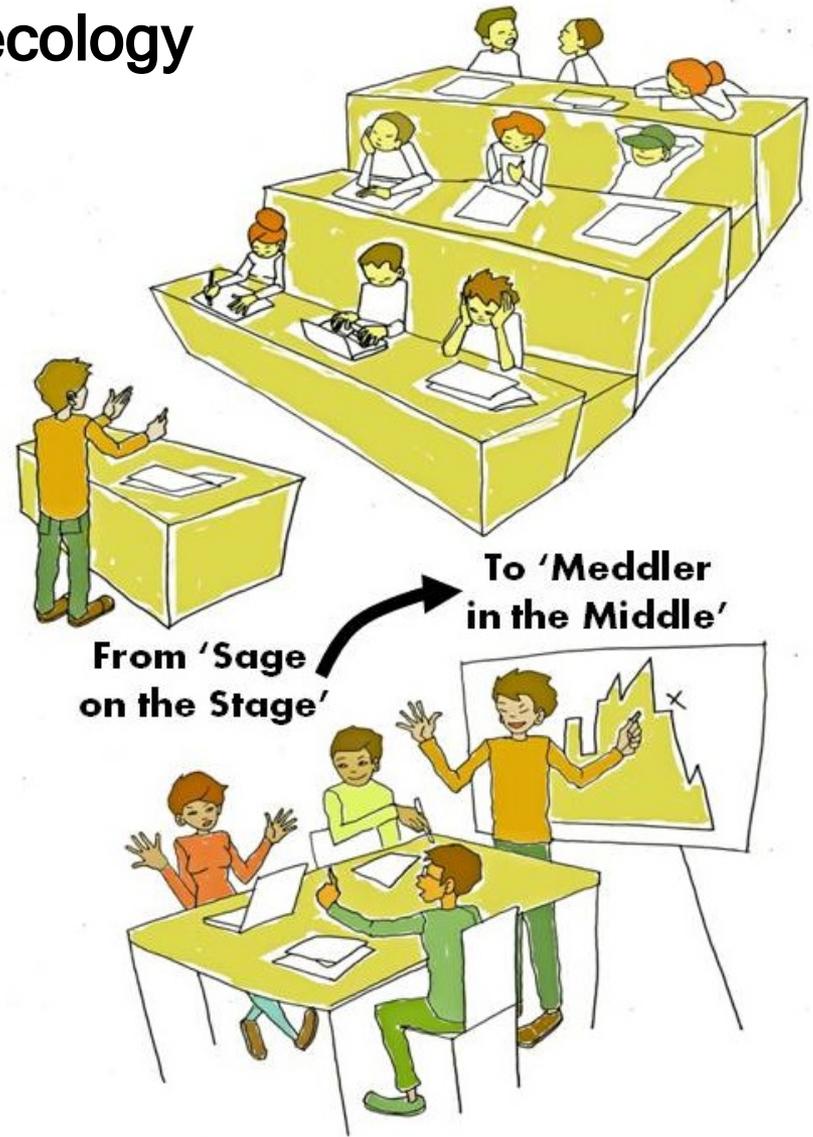
1 'sage on the stage'
(knowledge transmitter)

2 'guide on the side' (facilitator)

3 'meddler-in-the-middle' (an involved co-learner/co-producer in the learning process).

My addition

4 advocate & supporter of self-directed learning





Pedagogic Task – relating to creative development

1 To enrich learners' understandings about creativity and its role in human endeavour and achievement

2 To develop learners' understandings of their own creativity by facilitating metacognitive development through self-observation, recording of experience, and reflection and self-inquiry.

3 To provide novel and challenging opportunities, activities and situations for the learner to use and develop their creativity

Or to create educational designs that enable learners to find or create their own challenges, opportunities and situations in which they can use and develop their own creativity

4 To create the means to assess & recognise learners' creativity

CURRICULUM /PEDAGOGIC REVIEW & DESIGN TOOL

Situations that encourage self-regulation & favour emergence of creativity

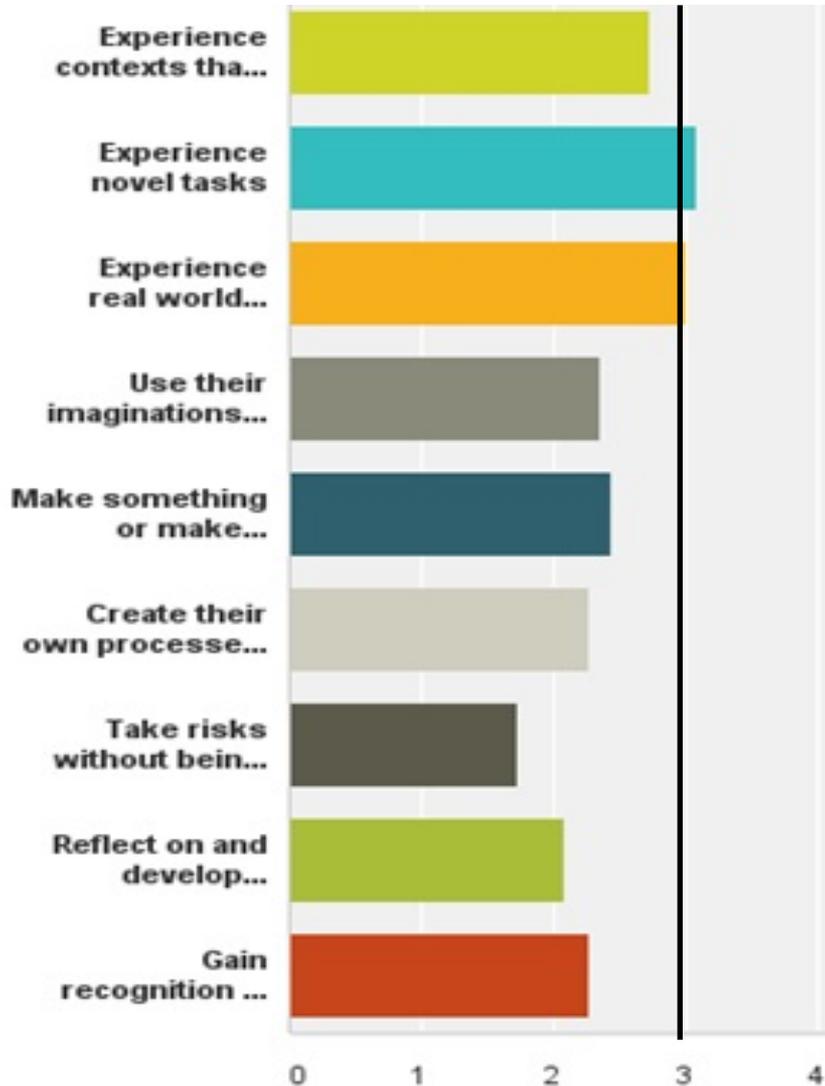
OPPORTUNITY FOR LEARNERS TO

- experience contexts that are unfamiliar
- experience novel tasks and challenges
- experience real word situations
- create their own ecologies for learning & achieving
- use their imaginations to design, invent, adapt and/or develop something
- make something or make something happen
- take risks without being penalised for not fully succeeding
- reflect and grow personal understandings about their own creativity
- gain recognition for personal creativity

PEDAGOGIC APPROACHES THAT

- foster intrinsic motivation
- immerse the learner in challenging, solution-finding situations and tasks
- involve inquiry-rich approaches to learning and problem working
- are rich in peer2peer interaction and collaboration
- involve teacher as co-creator *'meddler or facilitator'* not just a transmitter
- require and provide space for reflection to enable learners' to understand their own creativity
- utilise portfolios or other strategies for recording, curating and communicating learning, creativity and achievement

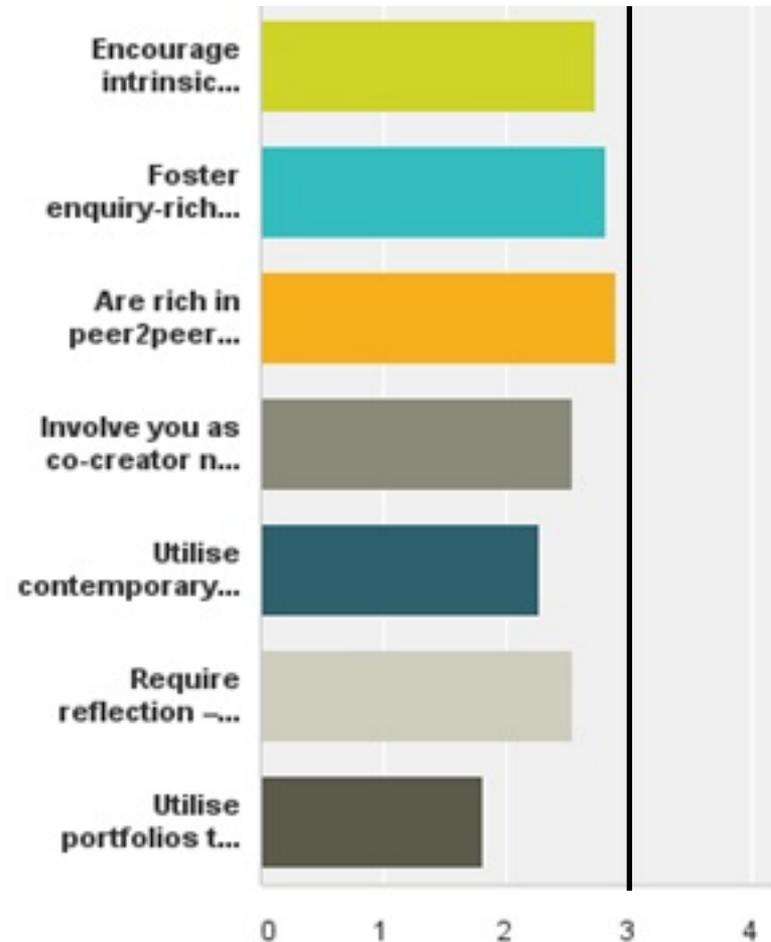
To what extent is the curriculum in your discipline providing opportunity for learners to?



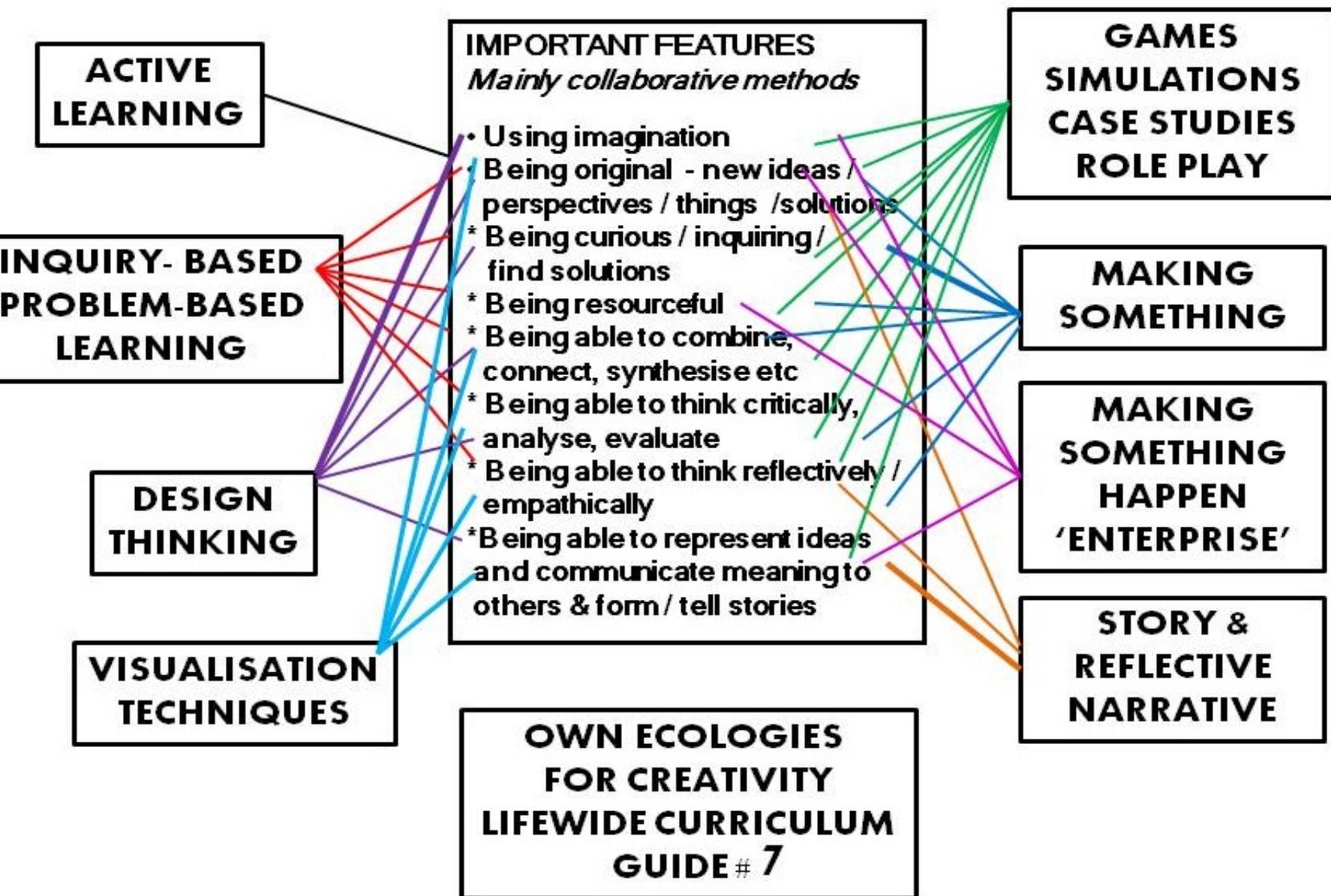
1= not at all 2 = Occasionally 3= Often 4 = Extensively

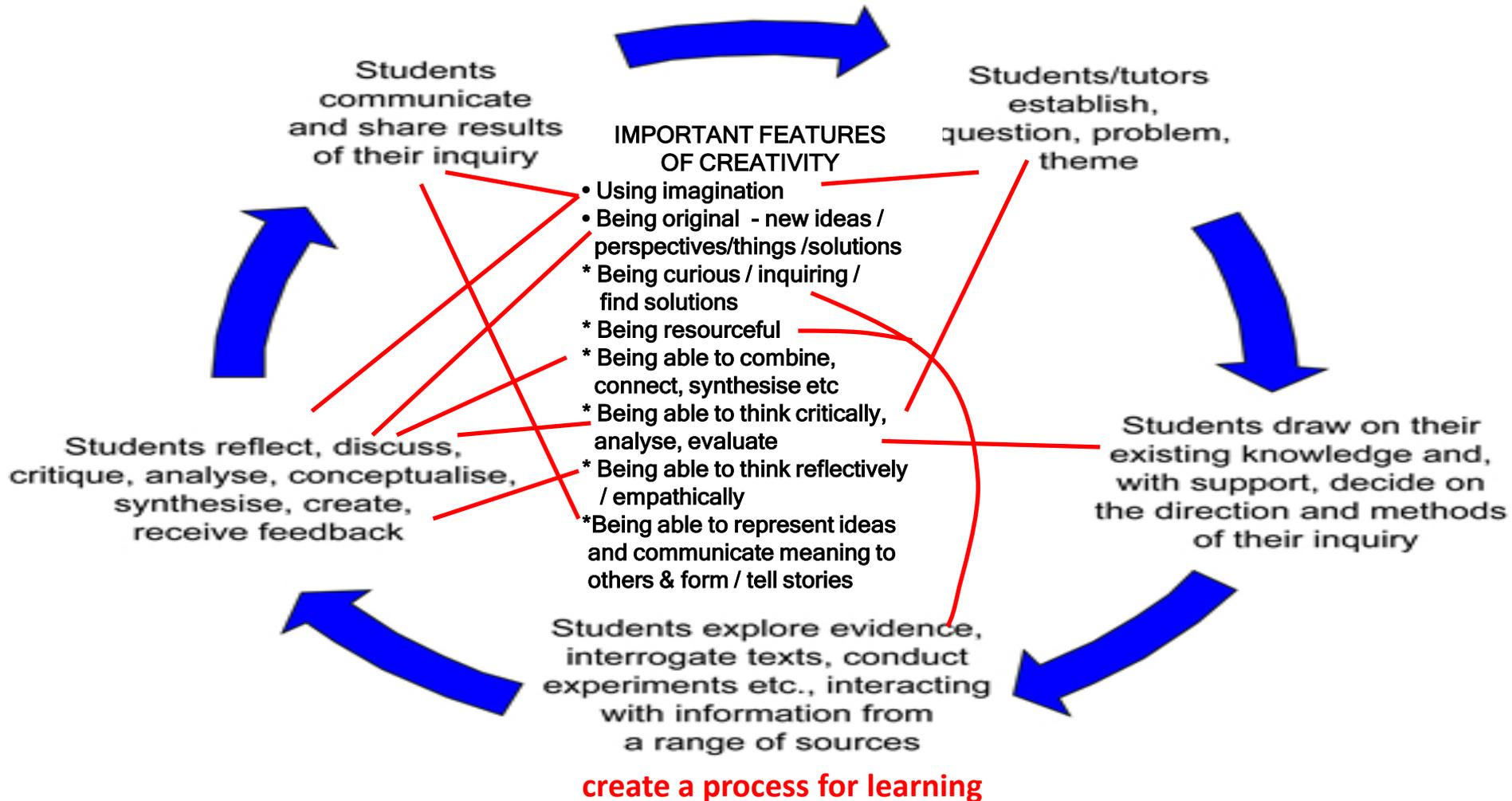
Teaching & Learning Strategies that encourage creativity

To what extent do you use pedagogic approaches that?



Active learning practices that encourage students' creativity



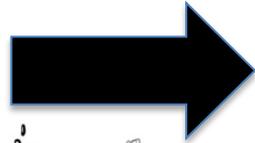


Combining inquiry-rich learning, design, making & selling

Using the experience as a resource for learning

FROM THIS TO

A CREATIVE LEARNING ECOLOGY



DESIGN



MANUFACTURE



MARKET



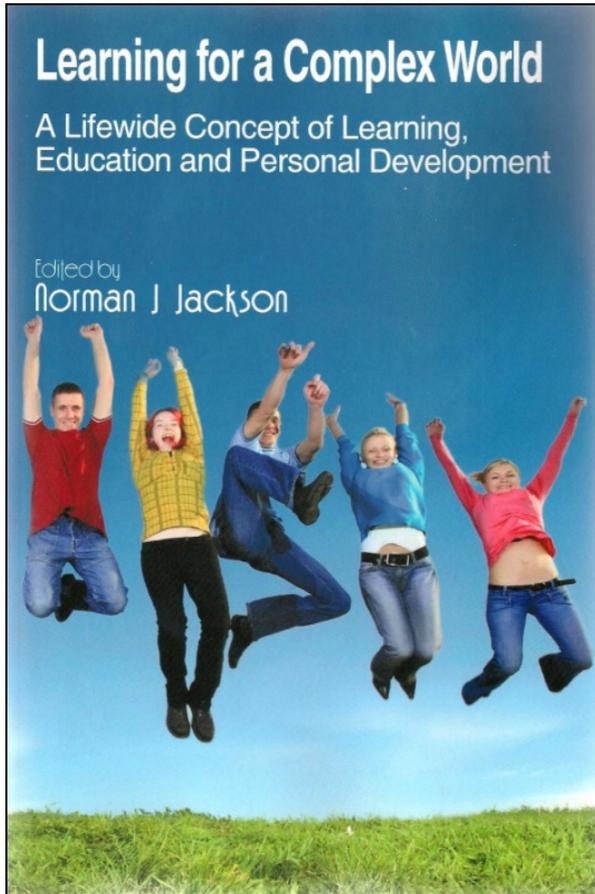
SELL



REFLECT ON – what would we do differently next time?



Lifewide Learning & Educational Practice



Learner – takes an inclusive & self-directed view of their own learning and development

University – takes an inclusive view of students' learning & development and provides a framework and support for self-directed learning & achievements

University of Surrey 2006-2011

13,500 students - 9000 ugrad + 4500 pgrad

Multicultural campus 27% international + culturally diverse UK students

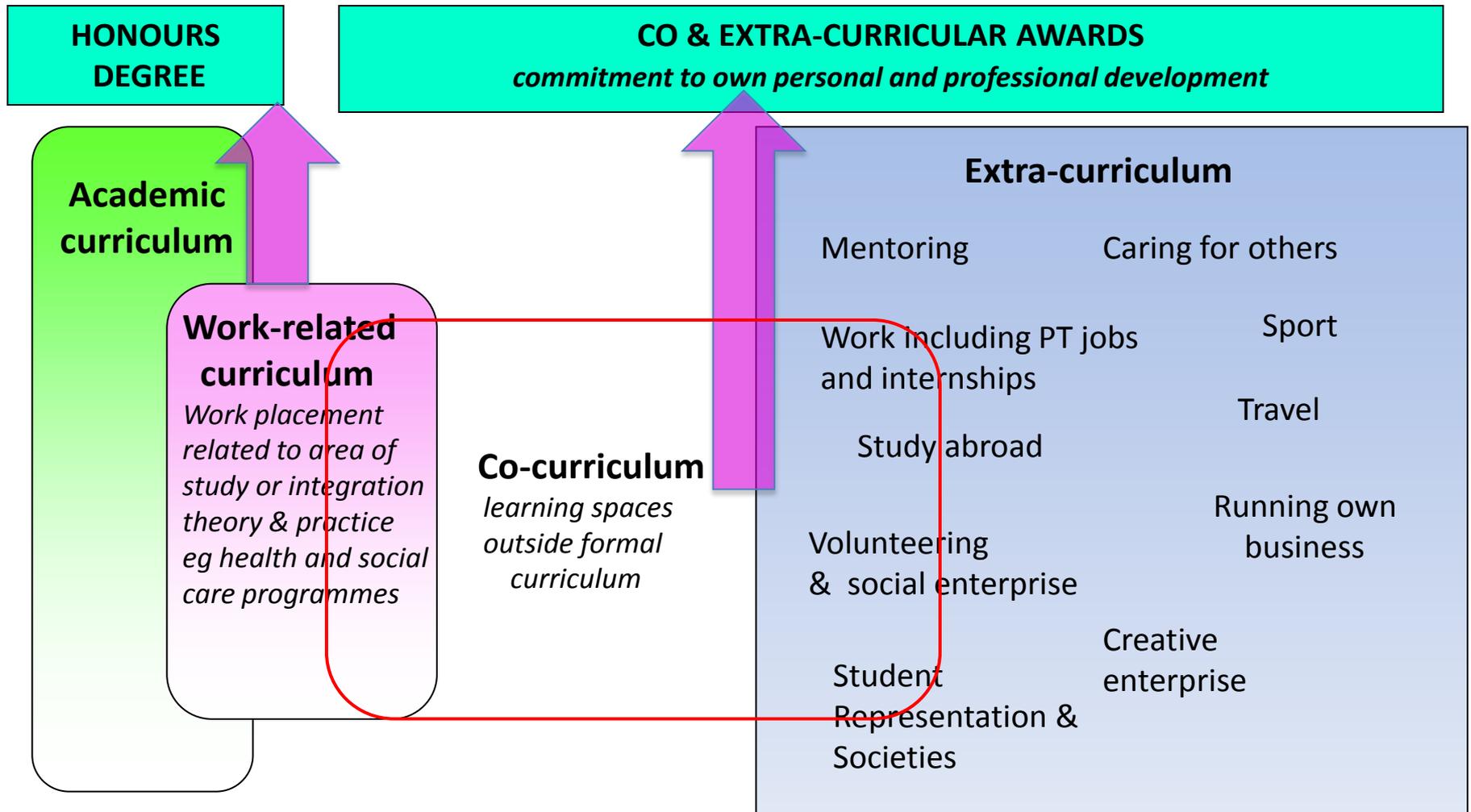
Research intensive + strong commitment to professional education

Four Faculties: Management and Law, Health and Medical Sciences

Arts and Human Sciences, Engineering and Physical Sciences



Lifewide Curriculum (Jackson 2011)



Recognition of Lifewide Learning, Development & Achievements

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!



Christopher Logue

Feedback



Surrey Life-Wide Learning Award Pilot

The value of a more complete education

The Surrey Life-wide Learning Award encourages you to make your own education more complete through the things you do on or off-campus in addition to your academic programme. It is this 'whole life' or 'life-wide' learning that enables you to become the person you want to be.

Introductory Workshop Dates (click on a date to register)

Tues 8th June 17:00- 19:30

Wed 9th June 14:00 - 16:30

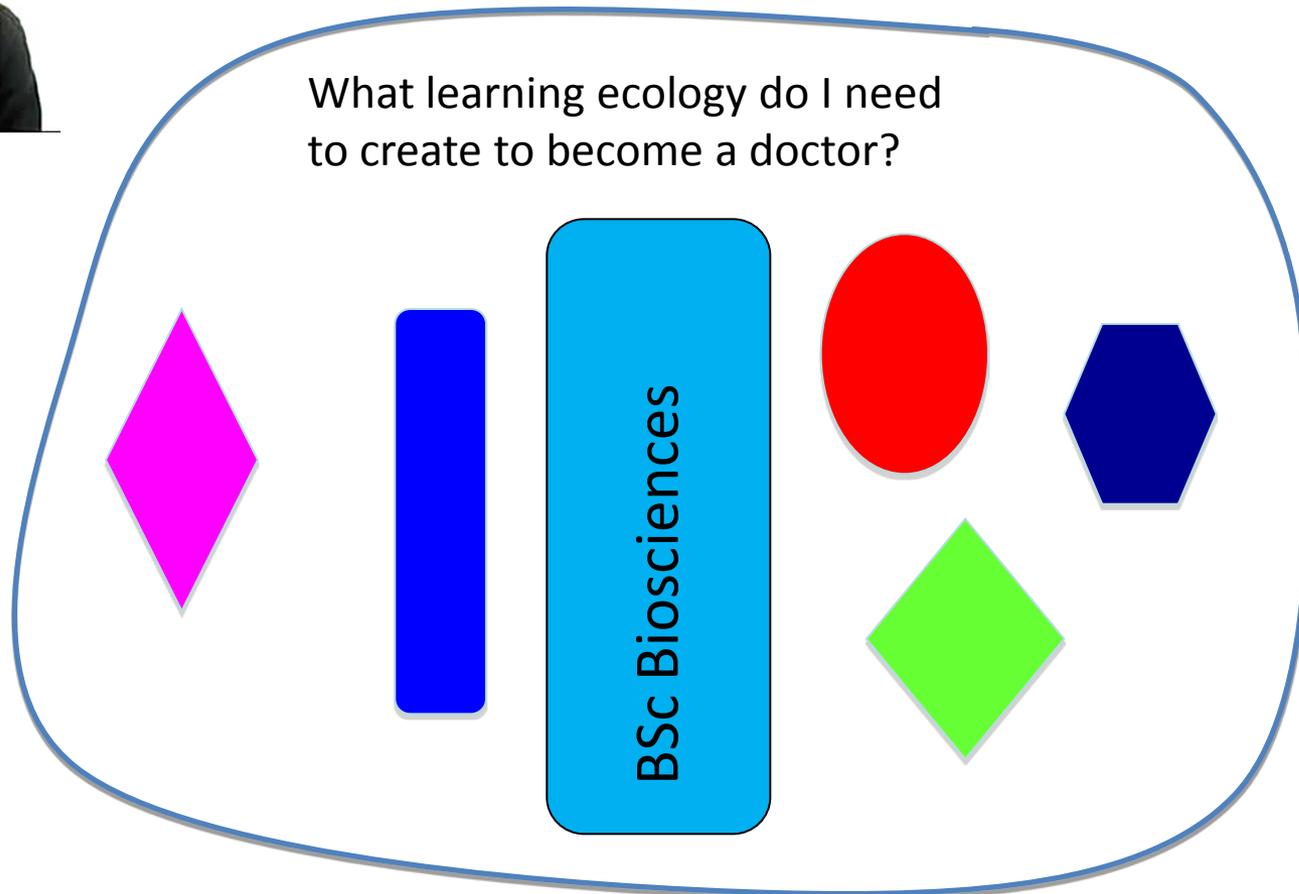
Mon 14th June 17:00 - 19:30

Wed 16th June 14:00 - 16:30



I want to become a doctor

Level 1 biosciences student University of Surrey



CHALLENGE FOR HIGHER EDUCATION

How can we support and recognise the learning, development and achievement involved in becoming a doctor?

EXAMPLE LEARNING ECOLOGY

Level 1 international student (2009)

BSc Study Programme : *I am studying biosciences but I want to study medicine at postgrad level. I study about 20h per week learn through lectures, lab practicals, books/papers, discussions with friends*

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 work 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

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.

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Personal Development Plan

1 Personal goals		areas of significant challenge/opportunity	
2 WHAT aspects of yourself do you want to develop?		3 WHY is this important?	4 HOW do you intend to develop & demonstrate it?
5 WHAT capabilities, qualities, values dispositions will be developed? <i>Use award capabilities and values statement as prompt</i>			

PDP should make provision for unplanned learning



unfamiliar problems



familiar context

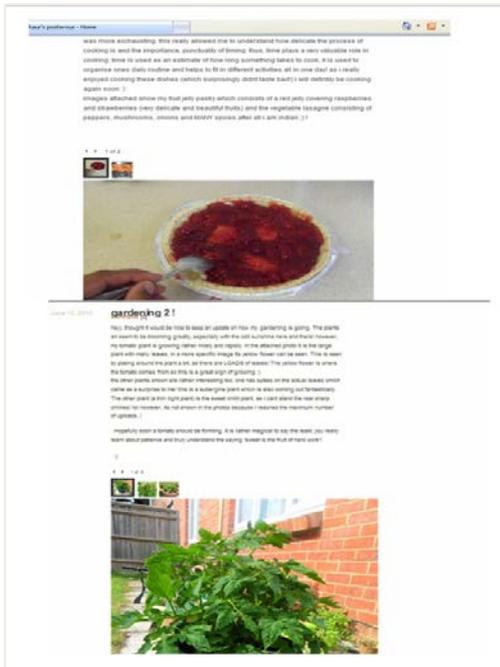
unfamiliar context



familiar problems

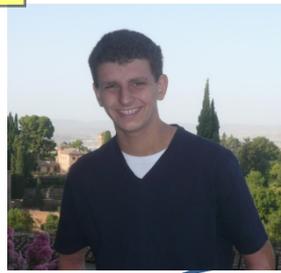


Creating and representing meaning

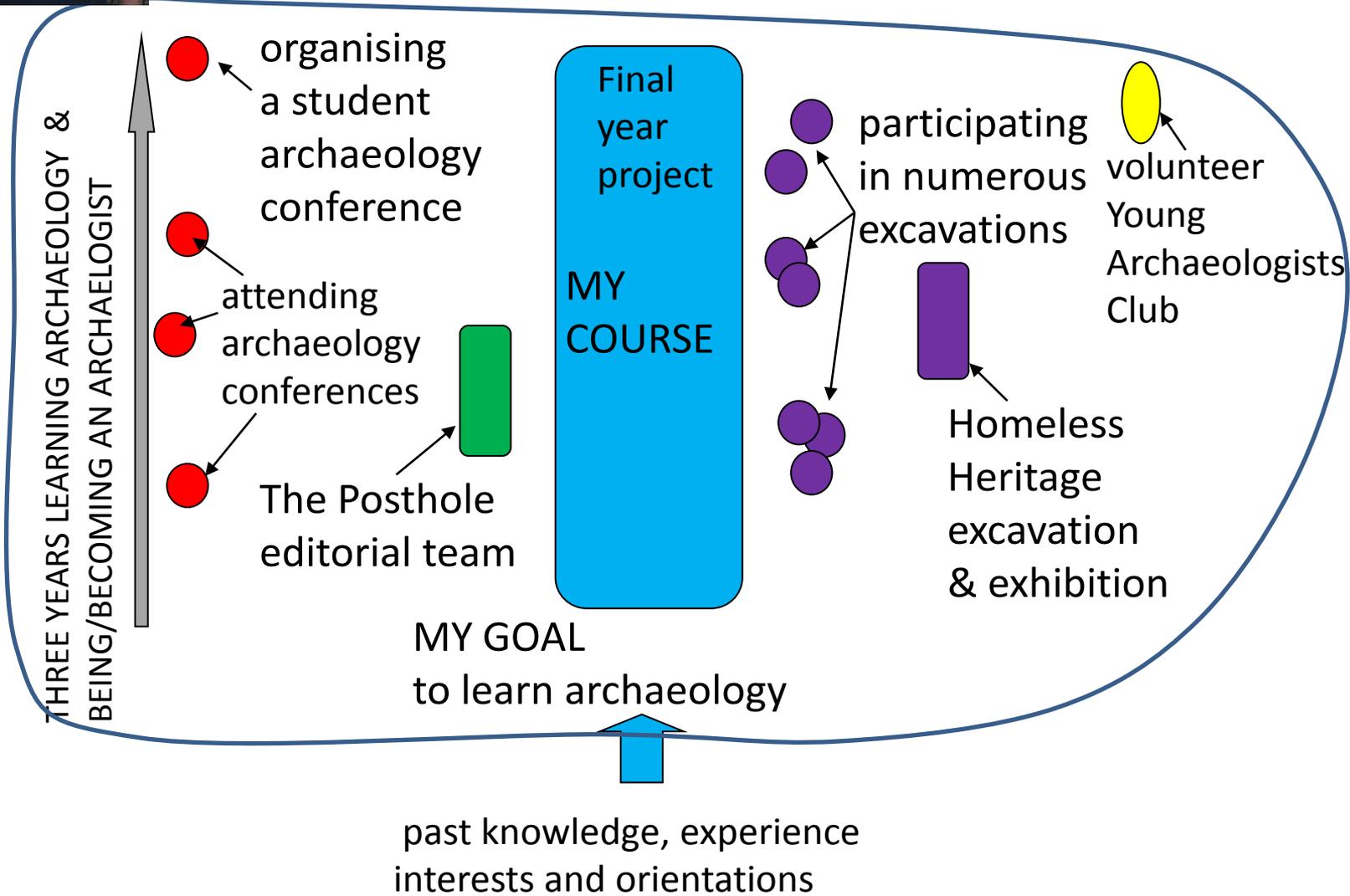


SHOE BOX!
BLOG
SCRAPBOOK
E-PORTFOLIO
VIDEO DIARY
DIGITAL STORY
VIDEO FILM
SLIDE SHOW





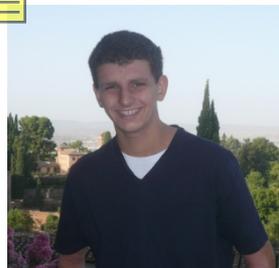
My Learning Ecology – an inclusive view of learning, developing and achieving in higher education *‘becoming the archaeologist I want to be’*



My Learning Ecology

becoming the archaeologist I want to be
Interest-driven learning and development

 When my creativity flourished



Example of incorporating lifewide learning in the curriculum

Students as Teachers Inclusivity Project University of Plymouth



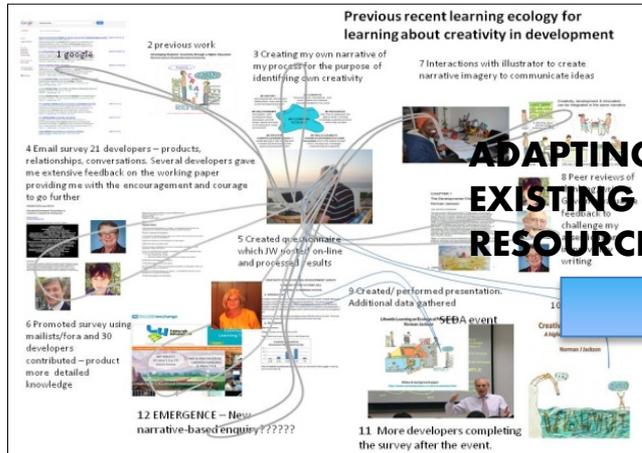
4th year undergraduates at Peninsula School of Medicine spend 6 months undertaking a Special Study Unit (SSU) called Doctors as Teachers.

Students taught at two secondary and two primary schools, with a high proportion of pupils from disadvantaged backgrounds

They produced and delivered educational health promotion outreach activities to help raise aspirations of primary, secondary school pupils, teachers, parents and carers

My ecology for learning within which my creativity is embedded

PAST LEARNING ECOLOGIES creativity/learning ecologies



CHALLENGE/PURPOSE



**Inclusivity via Creativity:
Engaging Diverse Learners in Higher Education**
Conference hosted by the 2014/15 cohort of the DMU
Postgraduate Certificate in Higher Education
29 April 2015 – Hugh Aston, DMU

ADAPTING EXISTING RESOURCES



ENGAGING MY PLN via twitter



ENGAGING DMU COMMUNITY



DMU INCLUSIVITY VIA CREATIVITY SURVEY

This questionnaire is intended for participants in the DMU's 'Inclusivity via Creativity: Engaging Diverse Learners' short report which will be provided with my presentation at <http://www.normanjackson.co.uk/dmucreatives.htm>

Thank you
Professor Norman Jackson

- List three things you associate with being creative in any context?
- What does the expression *inclusivity via creativity* mean to you?
- What the most important challenges associated with the idea of *inclusivity via creativity*?

CREATING & UTILISING NEW KNOWLEDGE RESOURCES



CURATING & SHARING KNOWLEDGE RESOURCES On-line Survey, Links Presentation & Videos

CONFERENCE TALK & DISCUSSION



POSSIBLE CONTRIBUTIONS VIA SOCIAL MEDIA & POST CONF CONVERSATIONS

FUTURE : NEW INTENTIONS FOR LEARNING

Inclusivity via Creativity - Engaging Diverse Learners in Higher Education
Conference hosted by the 2014/15 cohort. DMU Postgraduate Certificate in Higher Education

Keynote
Ecologies for Learning, Development and Achievement: An Inclusive Concept for Personal Creativity

Inclusivity is the intention, policy and practice of including and involving people in social practices who otherwise might be excluded or marginalised

In education, *inclusivity* is about developing our education system

- so we can respond effectively to learners of all abilities and at all stages of their life
- that it is flexible enough to involve and meet the needs of anyone who wants or needs to learn
- and that can embrace all forms of learning and all environments within which people can learn and develop and recognise achievement - increasingly this means learning anytime/anywhere

Communities of Professional Interest

To join a community that is exploring ideas and practices relating to *lifelong learning* and *learning ecologies* in higher education - please visit <http://www.lifelongeducation.uk/> or follow @lifewider

We publish a free quarterly magazine

CREATIVE ACADEMIC



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Creative Academic is a not for profit, voluntary and community-based educational social enterprise. Our purpose is to champion creativity, in all its manifestations, in higher education in the UK and the wider world. Our goal is to become a global HUB for the production and curation of resources that are of value to the higher education community. Membership is free and open to anyone who shares our interests and values.

Our activities are focused on:

- 1) The creativity of teachers and other professionals who support students' development
- 2) The creativity of students and how their creative development is encouraged and facilitated by teachers and other professionals who contribute to their learning and development
- 3) The creativity of universities - the ways in which institutions encourage, support and recognise the creativity and creative development of students and staff.

[Read more](#)

If you would like to join our community of professional interest please [REGISTER YOUR INTEREST HERE](#)



OPPORTUNITY FOR PROFESSIONAL LEARNING & PERSONAL DEVELOPMENT

[Creativity For Learning in Higher Education](#)

An Open Learning Ecology designed and facilitated by Chrissi Nerantzi (MMU)

BEGINNING
JANUARY 19TH 2015
chrissinerantzi@googlemail.com

Co-Founders & Volunteers



Norman Jackson Chrissi Nerrantzi Alison James



'the whole of life is learning therefore education can have no ending' Eduard Lindeman

Lifewide Education is a not for profit, community-based, educational enterprise whose purpose is to champion and support a lifewide approach to learning, personal development and education. We welcome everyone who is interested in the ideas and practices that we care about.

GLOBAL COMMUNITY



NEWS & EVENTS

The next issue of *Lifewide Magazine* will be published on 24/09/14. It will be guest edited by Julian Stodd and explore the theme of Exploring the Social Age & the New Culture of Learning

The June Issue of *Lifewide Magazine* explores the theme of Using Social Media to support learning, development and achievement

LEARNING LIVES CONFERENCE 2014

Encouraging, Supporting & Recognising Lifewide Learning in Universities & Colleges

[Video resources and ebook](#)

RESOURCES PORTAL

click on image to access



Creative Academic Community

<http://www.creativeacademic.uk/>

Lifewide Education Community

<http://lifewideeducation.uk>