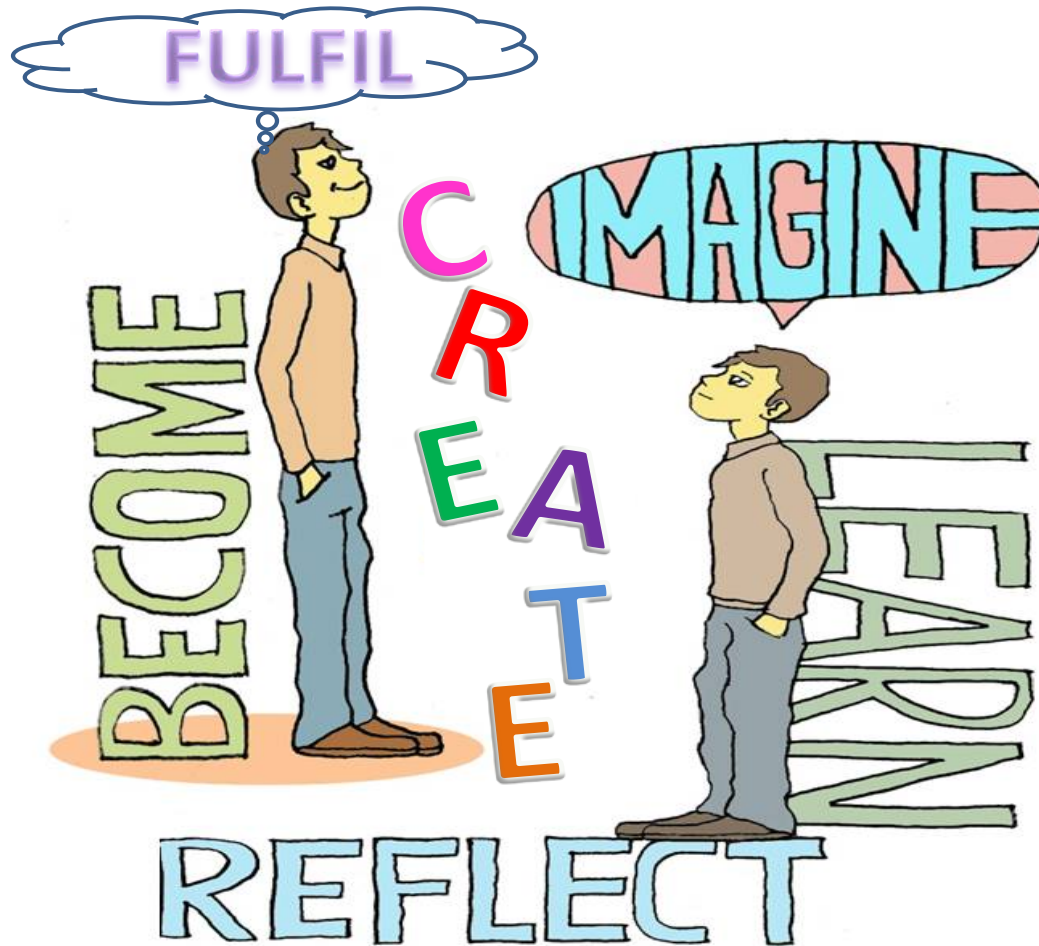




Developing Students' Creativity through a Higher Education

Norman Jackson Lifewide Education Community



Copies of slides & background papers can be downloaded from
<http://www.normanjackson.co.uk/macao.html>

My interest in creativity in higher education

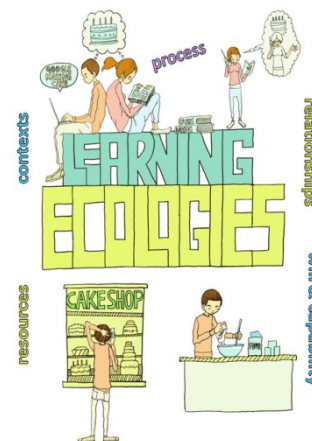
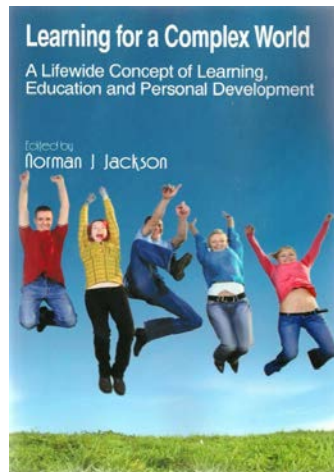
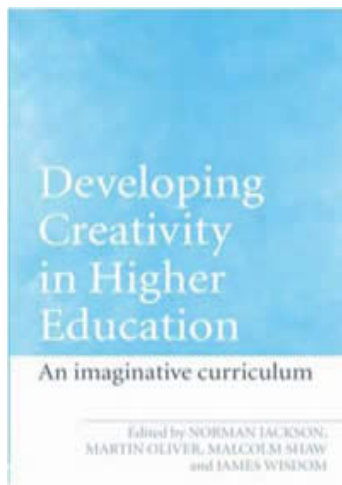


Lifewide Education



Policy

Research & Development & Innovation



Imaginative
Curriculum
Network

SCEPTrE CETL

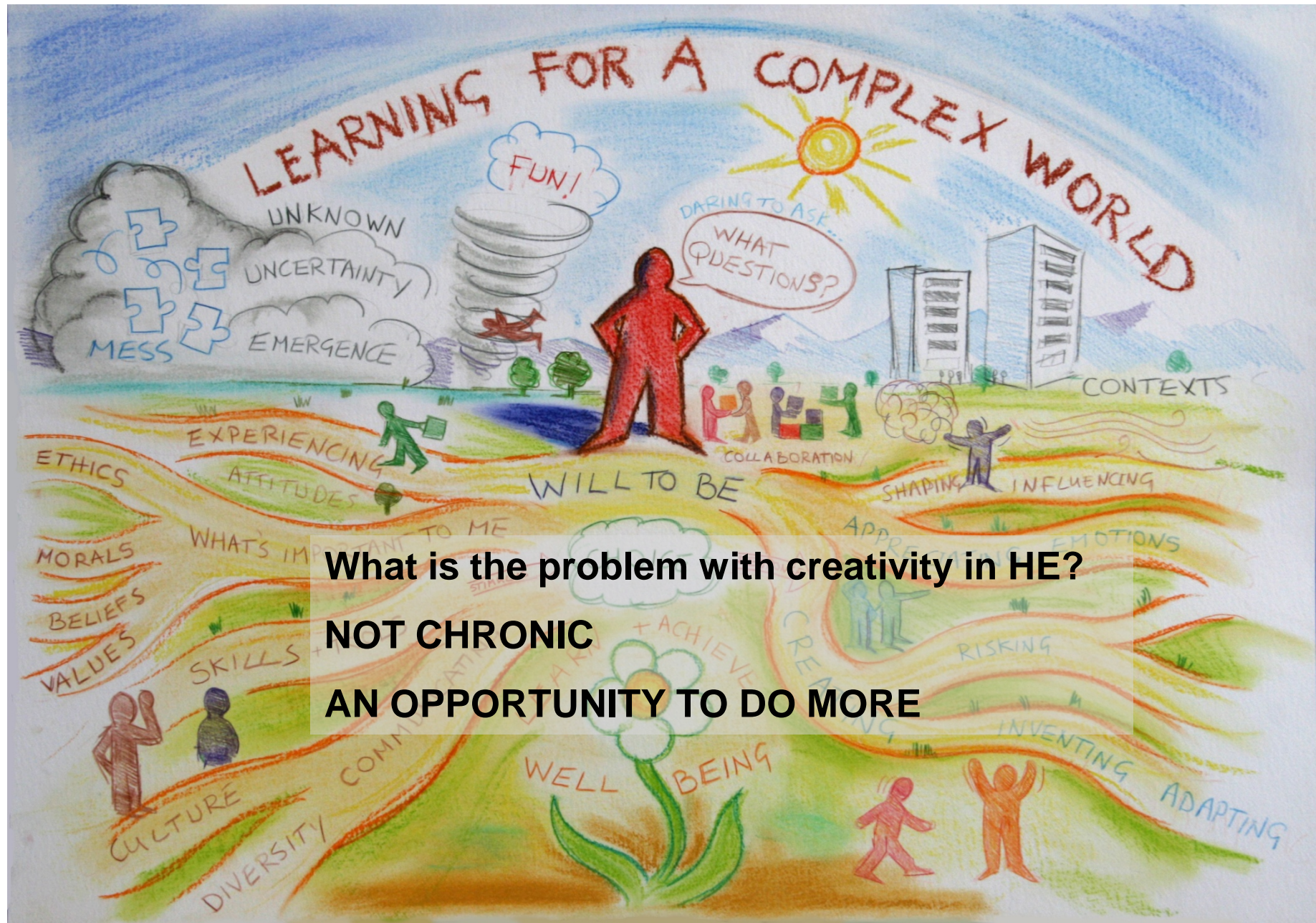
Lifewide
Education
Community

1998-2000

2000-05

2006 - 2013

The wicked challenge of preparing learners for their future



What is the problem with creativity in HE?

NOT CHRONIC

AN OPPORTUNITY TO DO MORE

what does being
creative mean to you?



Beliefs



Creativity questionnaire



Important Faculty Beliefs

Red= Macao survey

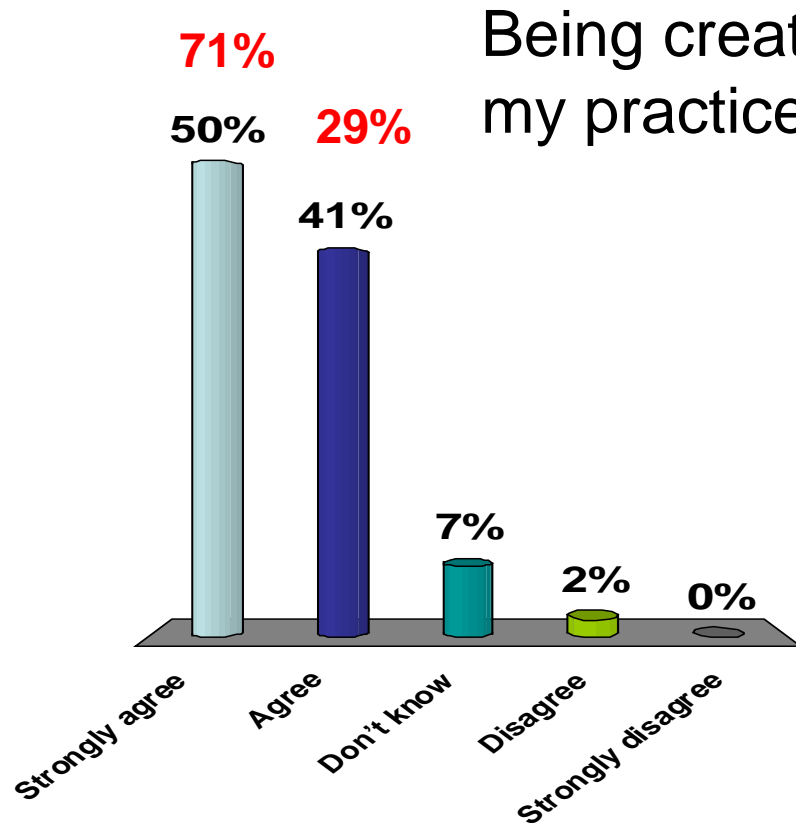
*% agree/
strongly agree*

What does being creative mean?

- | | |
|---|------|
| •being imaginative | 100% |
| •having ideas new to me | 100% |
| •changing my understanding | 100% |
| •adapting ideas to a new context | 86% |
| • being able to put ideas together in
different/personally meaningful ways | 100% |
| •making new things | 100% |
| •making new things happen | 100% |

Important Faculty Beliefs

Red= Macao survey

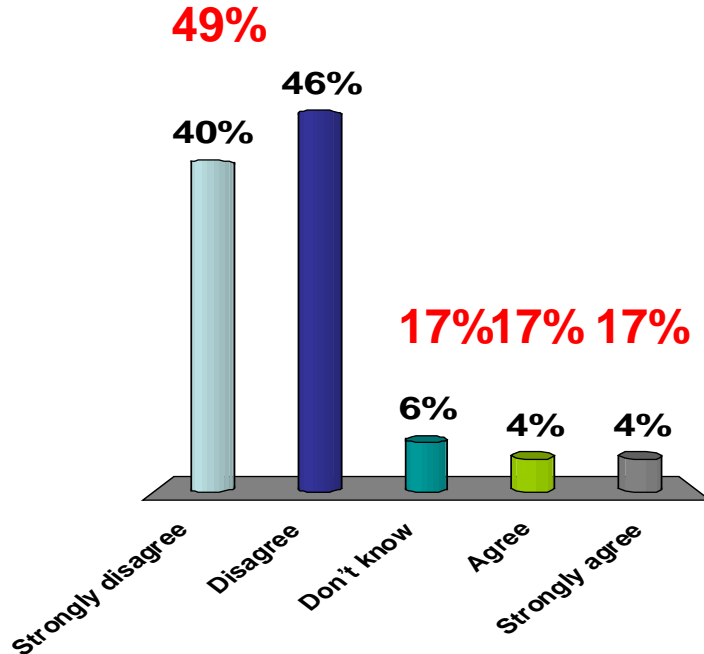


faculty responses
University of Ulster Teaching
& Learning Conference (n=58)

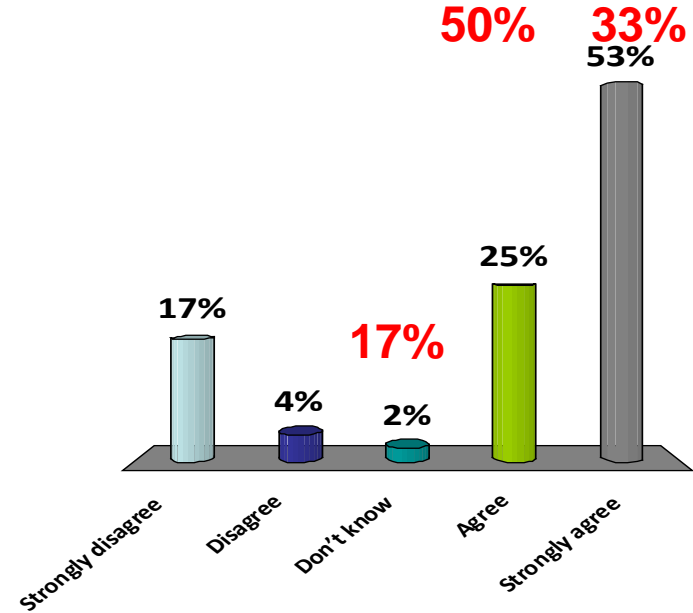
Important Faculty Beliefs

Red = Macao survey

Creativity is a rare gift which only a few people have



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

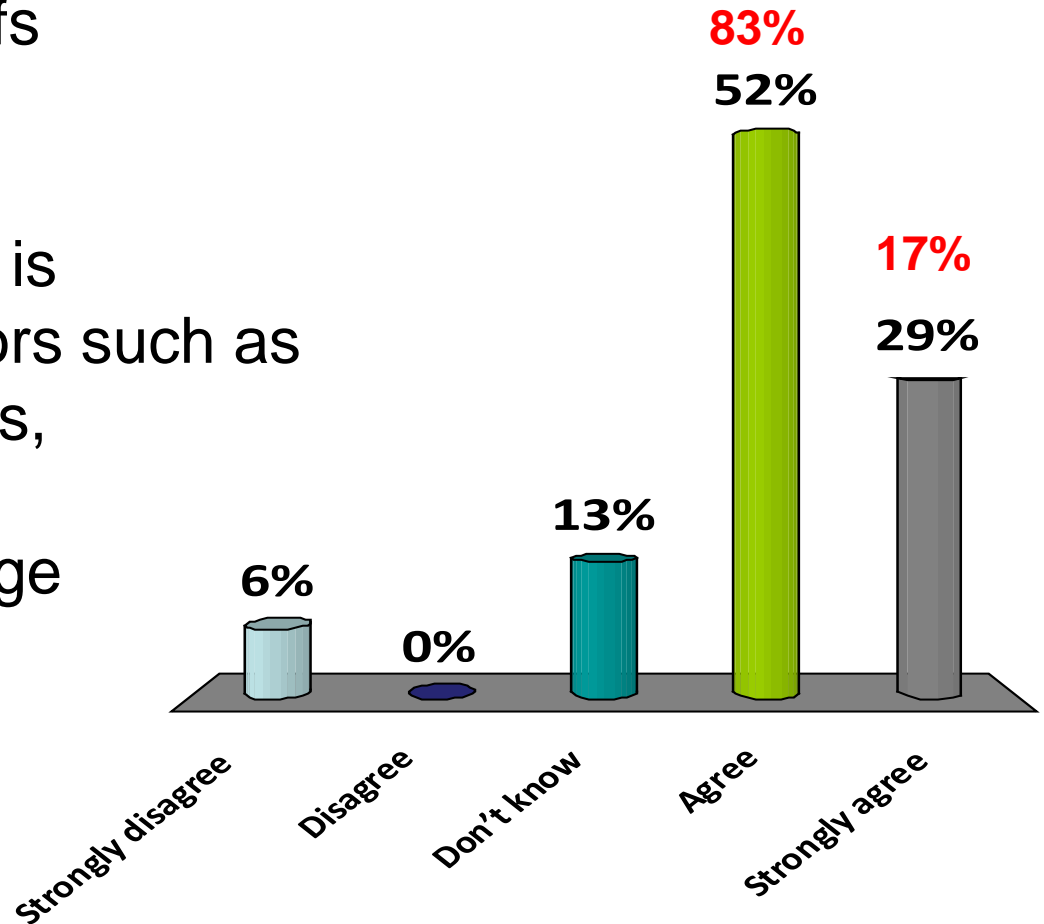


faculty responses University of Ulster Teaching & Learning Conference (n=58)

Important Faculty Beliefs

Red = Macao survey

Effective use of creativity is dependent on many factors such as personal agency, attitudes, challenge, hard work and context relevant knowledge

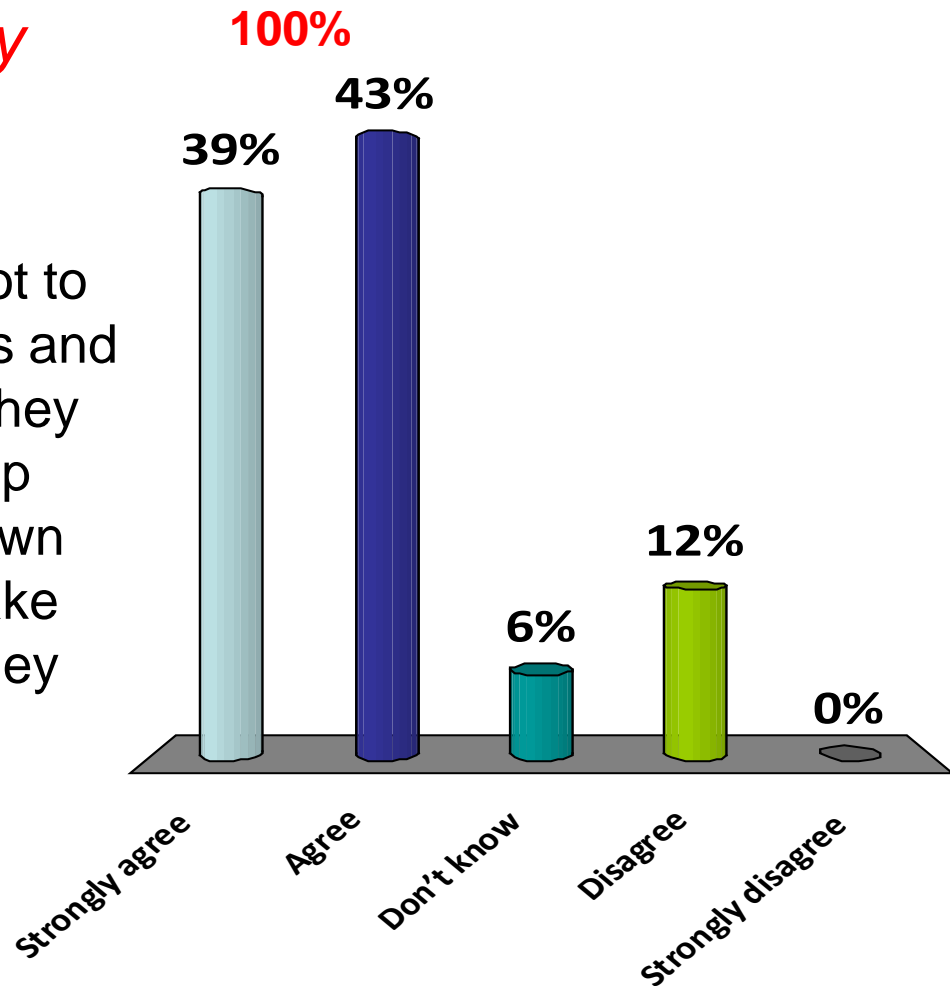




Important Faculty Beliefs

Red = Macao survey

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 evidence that they believe is appropriate



Faculty responses at a University of Ulster
Teaching & Learning Conference (n=58)

Student views– University of Surrey

Forms of experience, learning and personal development being developed through the programme (N=309 student responses University of Surrey)

Experience, knowledge, skills and qualities	Not significant 1	2	3	4	Very significant 5
Experience of real world work and problem solving	3	6	17	25	40
Working collaboratively (team working)	2	6	18	32	37
Leadership eg leading teams	3	14	22	32	22
Being enterprising/ resourceful	8	17	28	26	13
Being creative	4	15	28	23	24
Ethical awareness	6	12	21	28	27
Self-management	0	2	12	38	43
Able to reflect on and evaluate your own performance and plan for improvement	1	4	14	40	37

Student Survey n=309 : Where do you feel you are at your most creative?





Conceptual Tools



Conceptual Tool 1

'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



personal creativity is

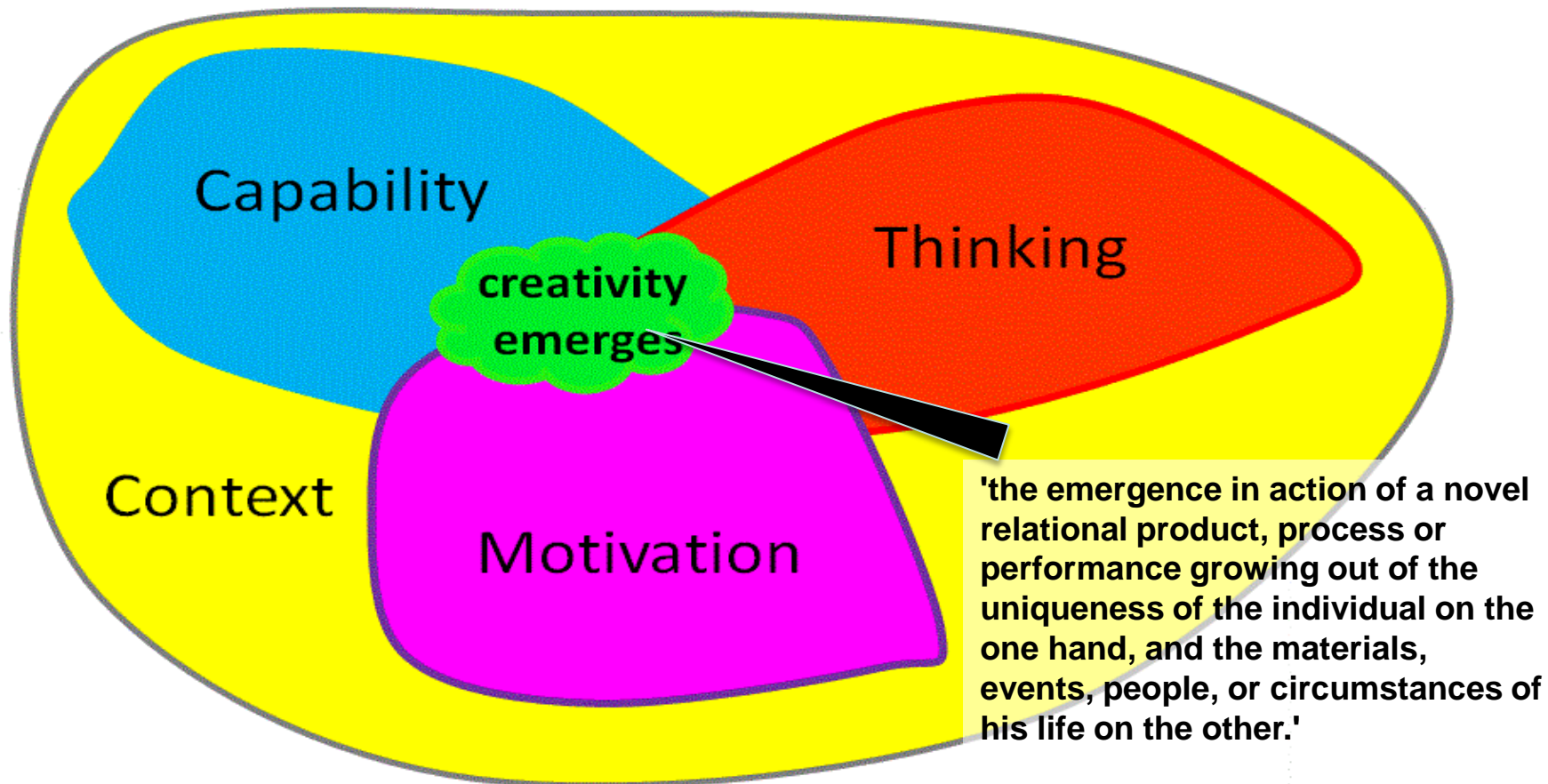
'the emergence in action of a novel relational product, growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life'

Carl Rogers

Conceptual Tool 2

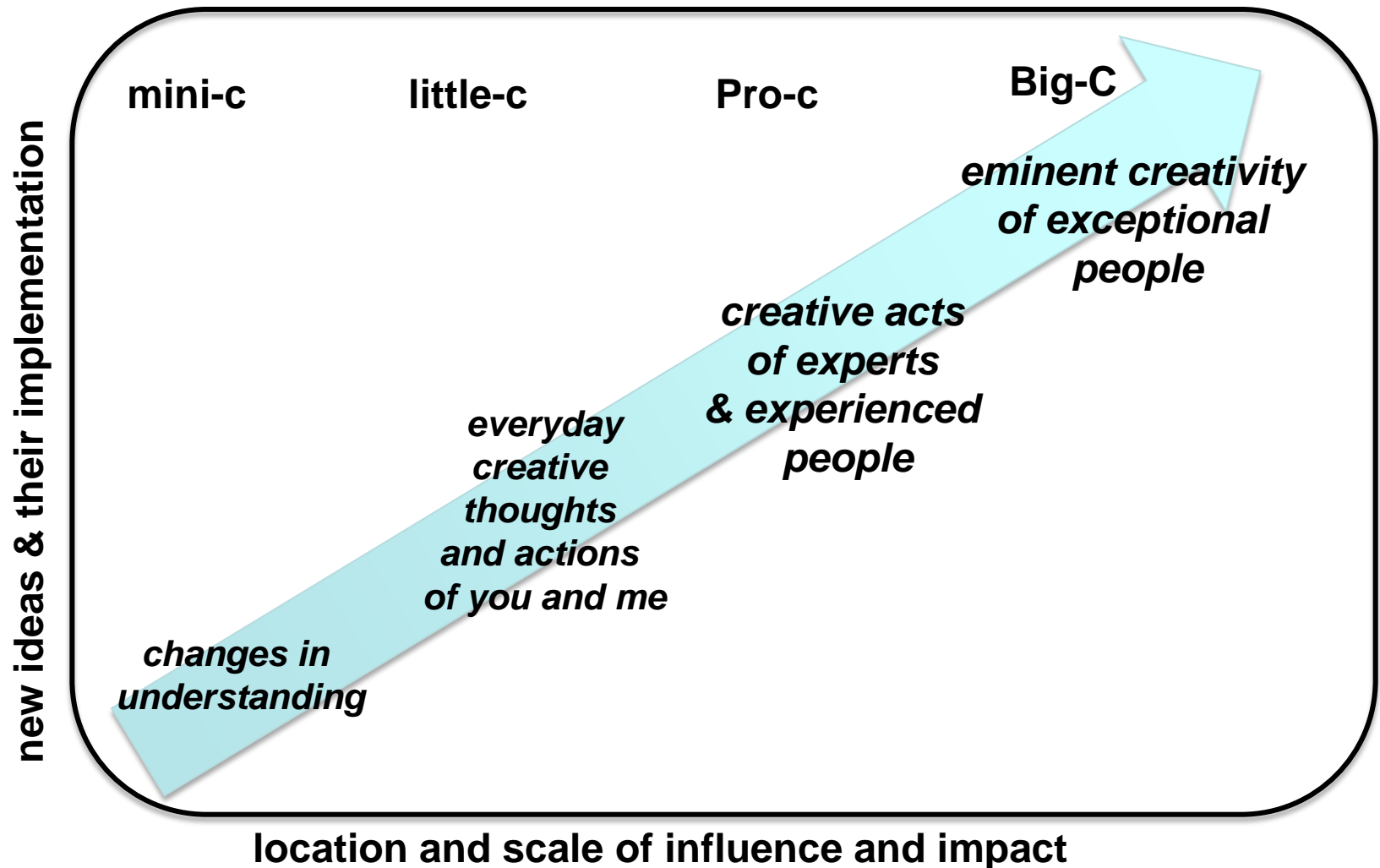


Three component model of creativity
Teresa Amabile (1983)



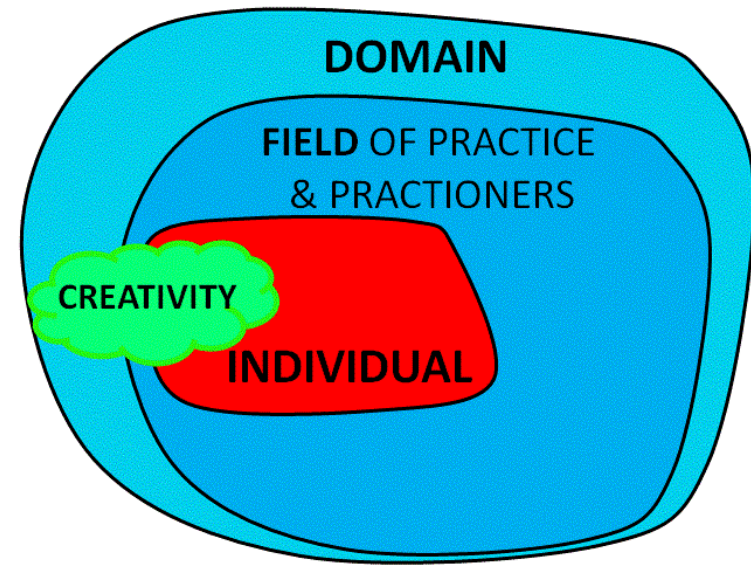
Conceptual Tool 3

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



Conceptual Tool 4

Cultural-social model: 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)



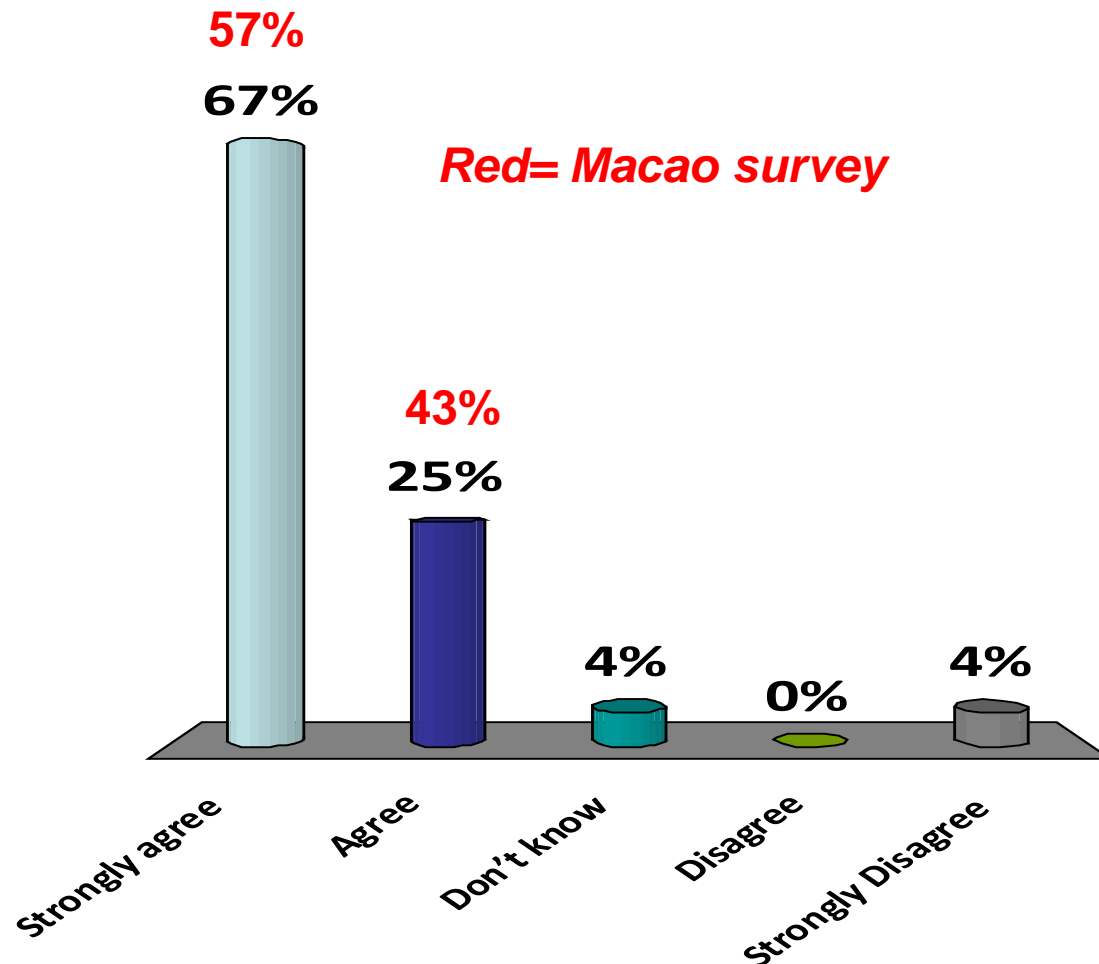
What being creative means in eight disciplines

Based on surveys within each community

Macao survey 4/5

Being imaginative – ability to think generatively & associatively	86%
Being original / inventive - new ideas which add value	57%
Being able to adapt/improvise (re-creation)	71%
Being curious having an enquiring disposition	86%
Being resourceful	100%
Being able to think synthetically and relationally -connect in novel ways, work with incomplete data, recognise patterns	86%
Being able to think critically to evaluate ideas	71%
Being able to communicate in ways that help people comprehend and if necessary, see things differently	86%

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



Faculty responses University of Ulster Teaching & Learning Conference (n=58)



Educational Approaches

Putting Ideas into Practice: University of Surrey 2006-2011

13,500 students - 9000 ugrad + 4500 pgrad

Multicultural campus 27% international + cultural 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





A curriculum to encourage 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 regardless of context

CONTEXTS

- that stimulate intrinsic motivation
- provide challenging situations and tasks
- experiences that have real world relevance & immersive experiences
- encourage inclusion of unfamiliar contexts
- encourage enquiry-rich collaborative approaches to problem working
- are rich in formative conversation and peer2peer interaction
- emphasise creating/co-creating meaning not just mastery of content
- involve teacher as participant /co-creator



**HONOURS
DEGREE**

**Academic
Programme**

**Professional
Training**
*work placement
related to
area of study*

*Integrated theory
and practice
Eg health and
social care
programmes*

A curriculum for academic & professional development

Undergraduate programmes

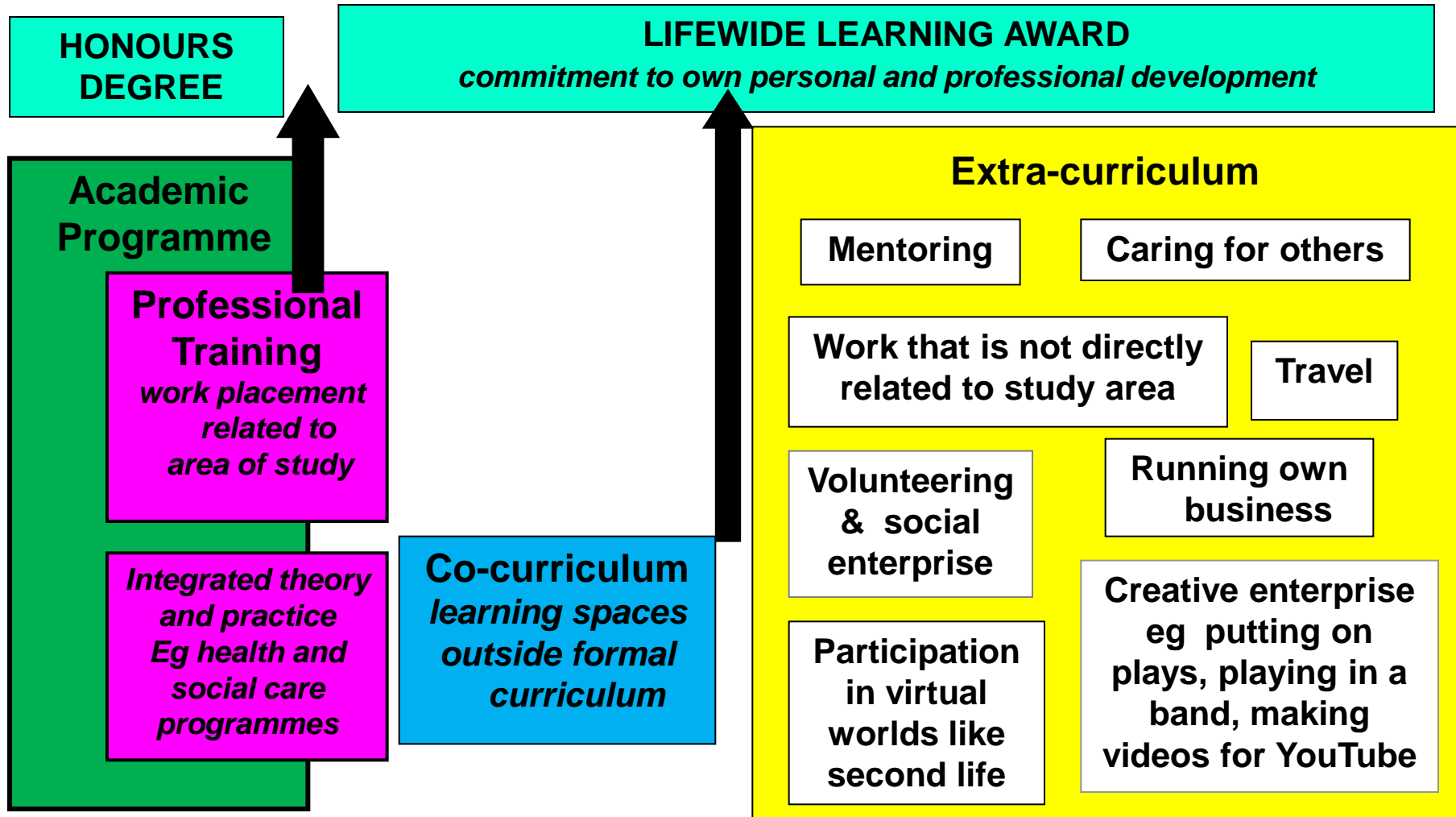
3Y academic (30%)

3Y integrated theory/ practice (Health Care) (20%)

4Y academic 3Y + 1Y professional training (50%)



A lifewide curriculum – academic professional & personal development



ACADEMIC CURRICULUM:

Teacher designs to aid creative development

FROM THIS TO

A CREATIVE LEARNING ECOLOGY



DESIGN



MANUFACTURE



MARKET



SELL



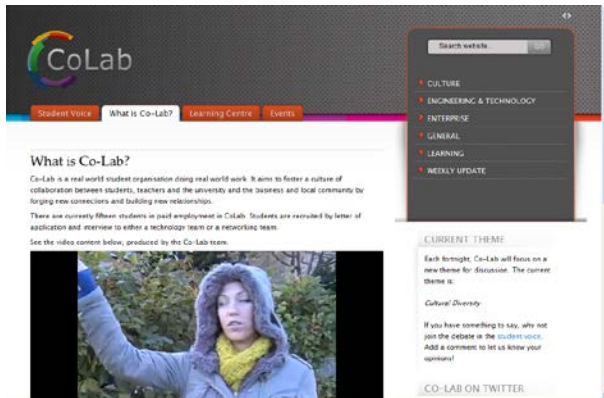
REFLECT ON LEARNING



CO-CURRICULUM : CoLab student organisation



Business networking & Competition broker

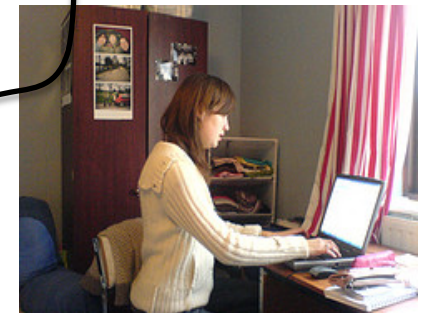


Web 2.0/new media discovery workshops

Learning through Experience Certificate



Web 2.0 websites & media



Individuals record and reflect on experiences

CO-CURRICULAR ACADEMY'S

Example- Social Enterprise Academy over 10 weeks

2 ACTIVITY - Working in teams students find out how they can help a local charity or community organisation – then do it, recording it on film or in photos, and use the experience as a resource for learning about being enterprising



Workshop 1

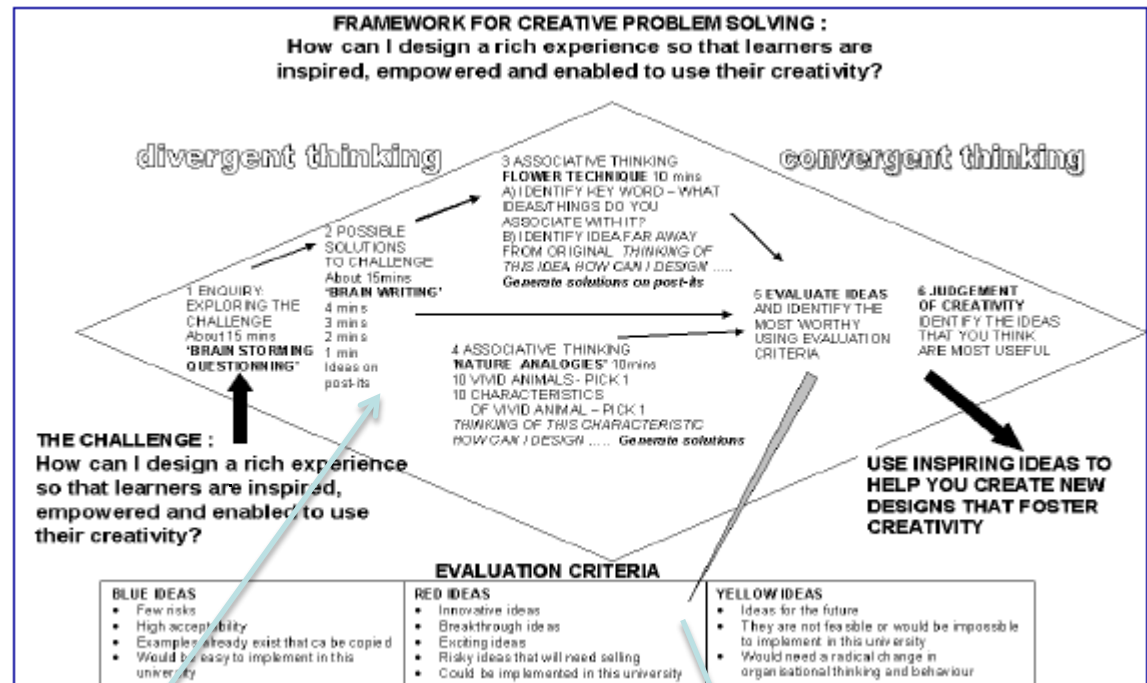
Introduce a challenge
Think about it and plan

Workshop 2

Students share what they did and reflect individually, in teams and as a group drawing out what they learnt. Representatives of community organisations involved

Learning
through
Experience
Certificate

CO-CURRICULAR DESIGN THINKING WORKSHOPS



Creativity in extra curricular experiences

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

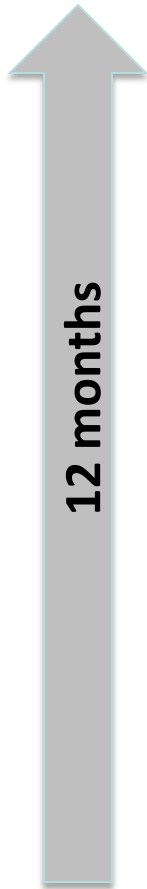
Mon 14th June 17:00 - 19:30

Wed 16th June 14:00 - 16:30





LIFEWIDE LEARNING ECOLOGY OF A FIRST YEAR STUDENT



12 months

finding
somewhere
to live

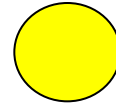
looking after self

being ill

learning to live
independently

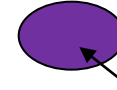
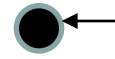
summer
break

MY
POLITICS
COURSE



volunteer
newsreader
local Radio

brother's
serious
illness



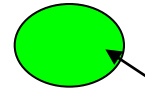
2 weeks nursery
work experience



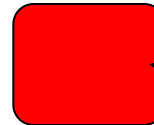
Teaching
English
Course



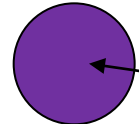
Careers advice
Skills CV



Involvement in student
radio chat shows



rehearsing & performing a play



Reporter for Impact
student newspaper



Charity fund raising



Personal Development Goal - to develop myself as a communicator & gain experience as a journalist/broadcaster

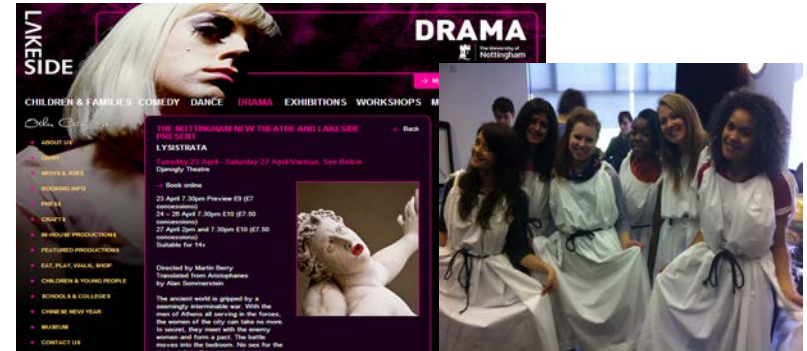
Creating an ecology for personal development



Lots of digital activity on facebook



Reporter for University student Newspaper – interviewed people and **created several published articles in new context**



Important role in university production of Lysistrata. **Creation and performance of a character in new context**



Created own website, written/audio/video blogs. **Creative representation of own development**



Improved contributions to University radio chat shows in new context



Volunteer Local Radio. Daily **creation of news bulletins and broadcasts – **In new context****

A NEW LEARNING ECOLOGY

**formal
education**



**work/ paid
voluntary**



**family /
home**



friends



**interests/
hobbies**



**o
t
h
e
r**

4 ACTIVITY – personally significant learning projects

2 PLANNING

Personal
Development
Plan

**3 PERSONAL
WEBSITE**



6 DIALOGUE

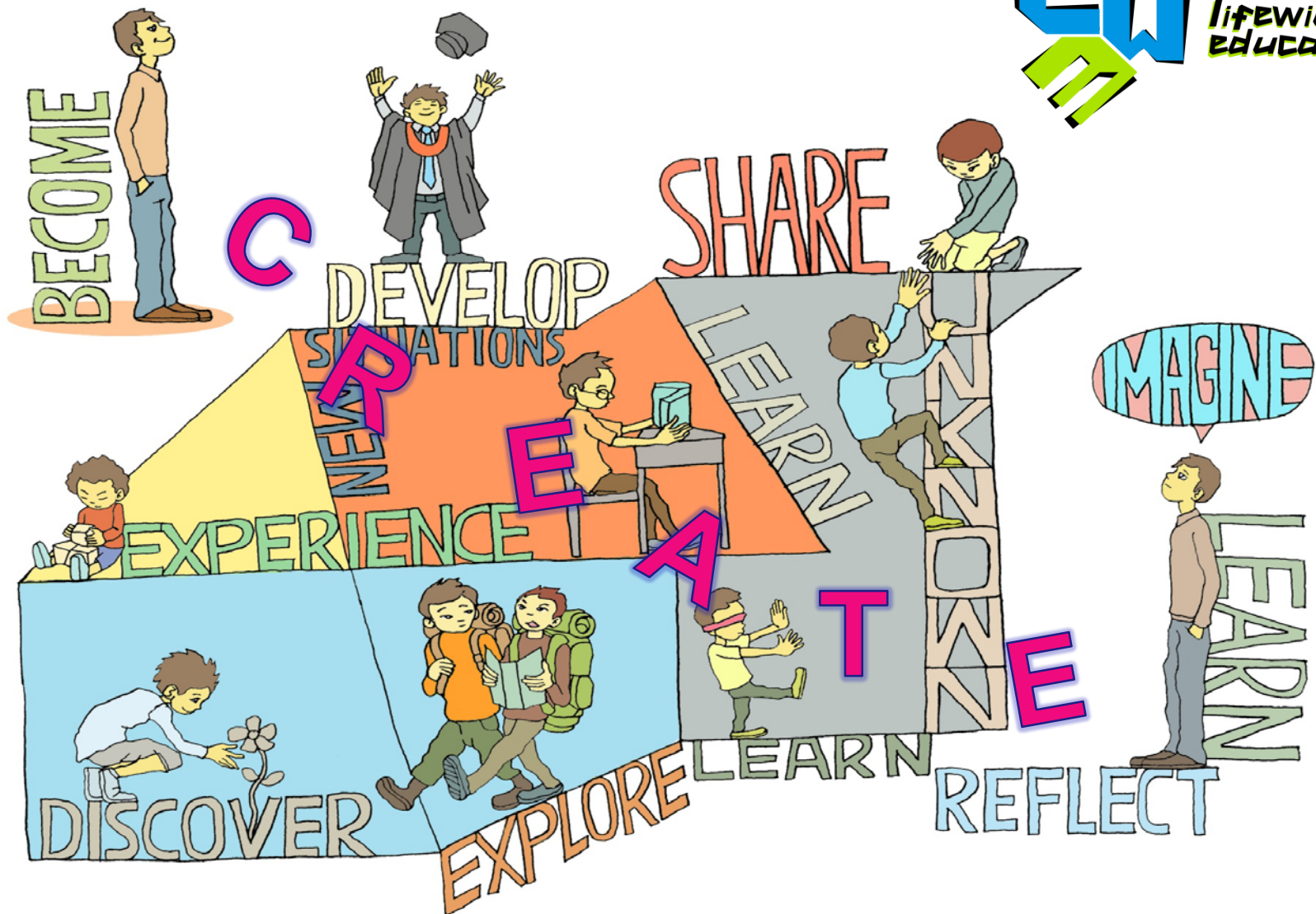
with mentor
& community

1 AWARENESS

Lifewide Activity Map
& *codified knowledge
about lifewide learning*

**5 NARRATIVES OF EXPERIENCE
LEARNING & ACHIEVEMENT**

Developmental blog & artefacts
and Synthesis account



Copies of slides & background papers can be downloaded from
<http://www.normanjackson.co.uk/macao.html>