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

QAA

The Higher Education Academy

University of Surrey

Lifewide Education

Policy

Research & Development & Innovation

Imaginative Curriculum Network

Learning for a Complex World

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?
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%

Red = Macao survey
Being creative is an essential part of my practice as a university teacher.

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**

- Strongly disagree: 49%
- Disagree: 46%
- Don’t know: 4%
- Agree: 6%
- Strongly agree: 4%

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

- Strongly disagree: 17%
- Disagree: 17%
- Don’t know: 17%
- Agree: 50%
- Strongly agree: 33%

*faculty responses University of Ulster Teaching & Learning Conference (n=58)*
Effective use of creativity is dependent on many factors such as personal agency, attitudes, challenge, hard work and context relevant knowledge.
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)
Forms of experience, learning and personal development being developed through the programme (N=309 student responses University of Surrey)

<table>
<thead>
<tr>
<th>Experience, knowledge, skills and qualities</th>
<th>Not significant 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very significant 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of real world work and problem solving</td>
<td>3</td>
<td>6</td>
<td>17</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Working collaboratively (team working)</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td>Leadership eg leading teams</td>
<td>3</td>
<td>14</td>
<td>22</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>Being enterprising/ resourceful</td>
<td>8</td>
<td>17</td>
<td>28</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Being creative</td>
<td>4</td>
<td>15</td>
<td>28</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Ethical awareness</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>Self-management</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>Able to reflect on and evaluate your own performance and plan for improvement</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>40</td>
<td>37</td>
</tr>
</tbody>
</table>
Student Survey  n=309 : Where do you feel you are at your most creative?

never creative

I am not a creative person

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

I am sometimes creative

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 quite place
through my internship
when I make or decorate something

I am often creative

I feel creative all the time

always 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
'the emergence in action of a novel relational product, process or performance growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life on the other.'
Conceptual Tool 3

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

- mini-c
- little-c
- Pro-c
- Big-C

new ideas & their implementation

changes in understanding

everyday creative thoughts and actions of you and me

creative acts of experts & experienced people

location and scale of influence and impact

eminent creativity of exceptional people
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

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

HONOURS DEGREE

LIFEWIDE LEARNING AWARD
commitment to own personal and professional development

Academic Programme

Professional Training
work placement related to area of study

Integrated theory and practice
Eg health and social care programmes

Co-curriculum
learning spaces outside formal curriculum

Extra-curriculum

Mentoring

Caring for others

Work that is not directly related to study area

Volunteering & social enterprise

Running own business

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

Participation in virtual worlds like second life

Travel
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

Learning through Experience Certificate

Web 2.0/new media discovery workshops

Individuals record and reflect on experiences

Web 2.0 websites & media

Learning through Experience Certificate

What is Co-Lab?
CoLab is a real world student organisation doing real work. It aims to foster a culture of collaboration between industry, teachers and the students and local community by finding new avenues and cultivating new environments.

What is Co-Lab?
None is Co-Lab.
CoLab is a real world student organisation doing real work. It aims to foster a culture of collaboration between industry, teachers and the students and local community by finding new avenues and cultivating new environments.

Individuals record and reflect on experiences

Web 2.0/new media discovery workshops

Business networking & Competition broker

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Learning through Experience Certificate

Web 2.0 websites & media

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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

FRAMEWORK FOR CREATIVE PROBLEM SOLVING:
How can I design a rich experience so that learners are inspired, empowered and enabled to use their creativity?

divergent thinking

convergent thinking

THE CHALLENGE:
How can I design a rich experience so that learners are inspired, empowered and enabled to use their creativity?

EVALUATION CRITERIA

BLUE IDEAS
- Few risks
- High acceptability
- Examples already exist that can be copied
- Would be easy to implement in this university

RED IDEAS
- Innovative ideas
- Breakthrough ideas
- Exciting ideas
- Risks ideas that will need selling
- Could be implemented in this university

YELLOW IDEAS
- Ideas for the future
- They are not feasible or would be impossible to implement in this university
- Would need a radical change in organizational thinking and behavior

USE INSPIRING IDEAS TO HELP YOU CREATE NEW DESIGNS THAT FOSTER CREATIVITY

1 ENQUIRY EXPLORING THE CHALLENGE
About 15 mins
"BRAIN STORMING QUESTIONING"

2 POSSIBLE SOLUTIONS TO CHALLENGE
About 10 mins
"BRAIN WRITING"

3 ASSOCIATIVE THINKING
FLOWER TECHNIQUE 10 mins
ALTERNATIVE KEY WORD 
- WHAT IDEAS/TIGHS DO YOU ASSOCIATE WITH IT?
- IDENTIFY IDEA FAR AWAY FROM ORIGINAL THINKING OF THIS IDEA/HOW CAN I DESIGN ...

GENERATE SOLUTIONS ON POST-ITS

4 ASSOCIATIVE THINKING
NATURE ANALOGIES 10 mins
10 VIVID ANIMALS: PICK 1
10 CHARACTERS
OF VIVID ANIMAL – PICK 1
THINKING OF THIS CHARACTERISTIC
HOW CAN I DESIGN ...

GENERATE SOLUTIONS ON POST-ITS

5 EVALUATE IDEAS AND IDENTIFY THE MOST WORTHY USING EVALUATION CRITERIA

6 JUDGEMENT OF CREATIVITY IDENTIFY THE IDEAS THAT YOU THINK ARE MOST USEFUL
Creativity in extra curricular experiences

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

COMING 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

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
MY POLITICS COURSE

summer break

brother’s serious illness

volunteer newsreader local Radio

2 weeks nursery work experience

Careers advice Skills CV

Involvement in student radio chat shows

rehearsing & performing a play

Reporter for Impact student newspaper

Charity fund raising

Teaching English Course

looking after self

finding somewhere to live

being ill

learning to live independently

12 months

LIFEWIDE LEARNING ECOLOGY OF A FIRST YEAR STUDENT
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

Improvised 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

1 AWARENESS
Lifewide Activity Map & codified knowledge about lifewide learning

2 PLANNING
Personal Development Plan

3 PERSONAL WEBSITE

4 ACTIVITY – personally significant learning projects

5 NARRATIVES OF EXPERIENCE
Learning & Achievement
Developmental blog & artefacts and Synthesis account

6 DIALOGUE
with mentor & community
Copies of slides & background papers can be downloaded from
http://www.normanjackson.co.uk/macao.html