

An Ecological Perspective on Learning, Teaching & Creativity: Pedagogies for Creative Learning Ecologies

Facilitator : Norman Jackson

Powerpoint slides can be downloaded from

<http://www.norman.jackson.co.uk/portsmouth.html>

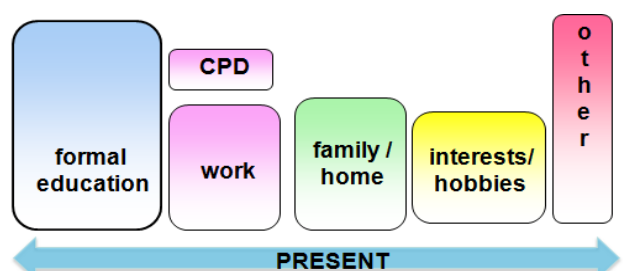
Part 1 Exploring the Ecology of Learning, Teaching & Creativity

The presentation will introduce the idea of learning ecologies and the proposition that in the world outside higher education we continually develop our own ecologies to learning and achieve something significant and deal with complex situations, solve problems and engage with opportunities. An ecological perspective on learning requires teachers to think of themselves as part of a specialised ecosystem within which teaching and learning takes place. Through their pedagogical thinking and practices, HE teachers create ecologies within which students learn and have potential to use their creativity. Learners are involved in these ecologies but they also create their own. An ecological view of higher education takes account of the opportunities students have to create their own ecologies for learning within and outside the academic curriculum.

This talk explores the idea that learning, teaching and creativity are ecological phenomenon and our ecologies for learning are the vehicles for integrating our creative imagination and critical reasoning to create new meaning.

Core concepts

1 Lifewide learning (Jackson et al 2011)

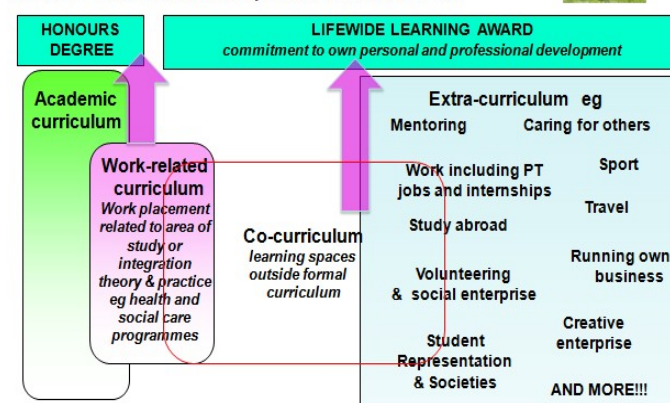


Lifewide learning: All learning and personal development that emerges through activities in the multiple contexts and situations we inhabit contemporaneously at any point in our life, with the aim of fulfilling roles and achieving specific goals, and continuously developing knowledge, understanding,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

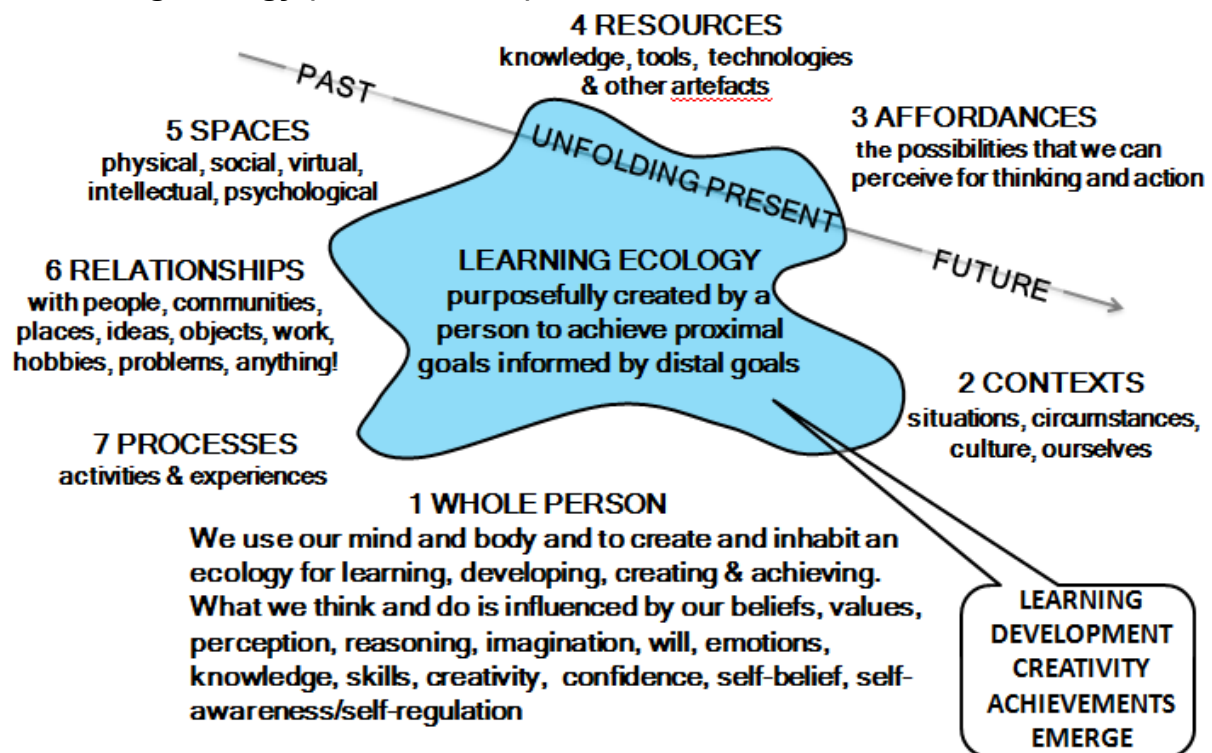
2 Lifewide Curriculum

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

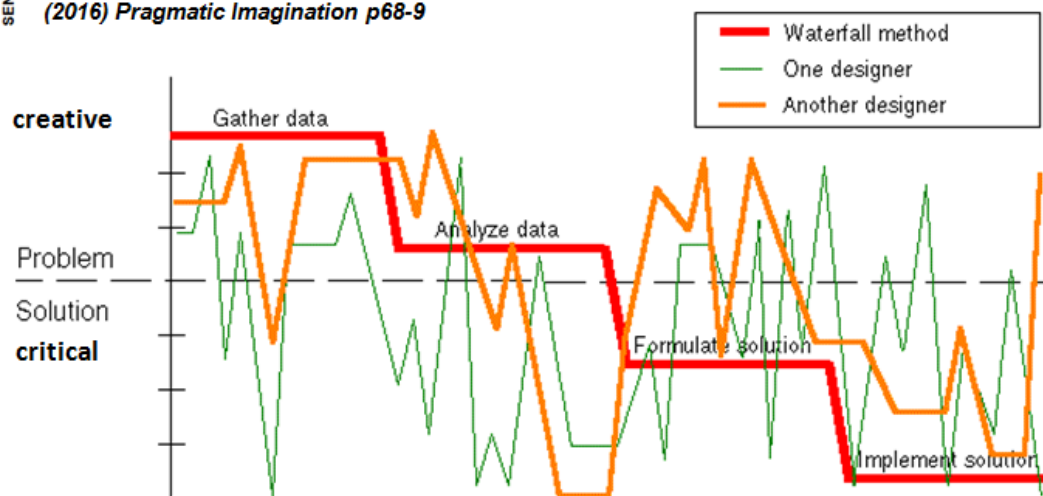
To accommodate all the affordances for learning in a students' life we need to adopt a Lifewide Curriculum



2 Learning ecology (Jackson 2016)



3 Learning ecologies are the vehicles for ecological (integrative) thinking



HOW EXPERTS SOLVE PROBLEMS

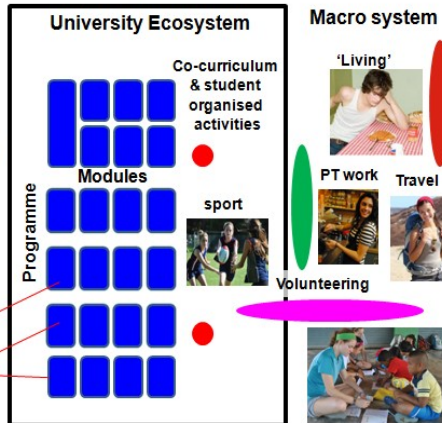
Horst and Webber (1973) 'Dilemmas in a General Theory of Planning'

3 Learning Ecologies : the students' perspective

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.

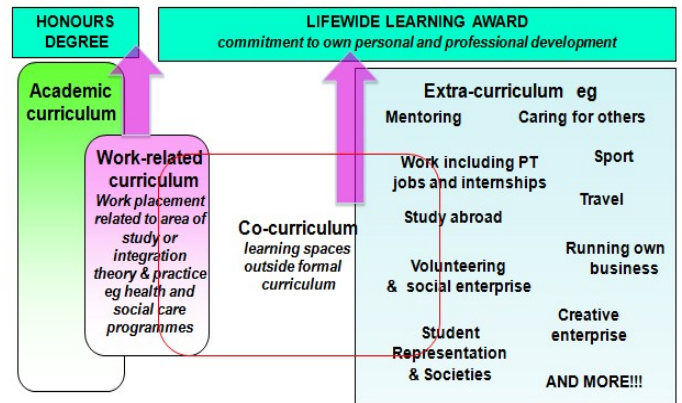
Most are shaped/created by teachers & institution some by students, and some by organisations outside the university



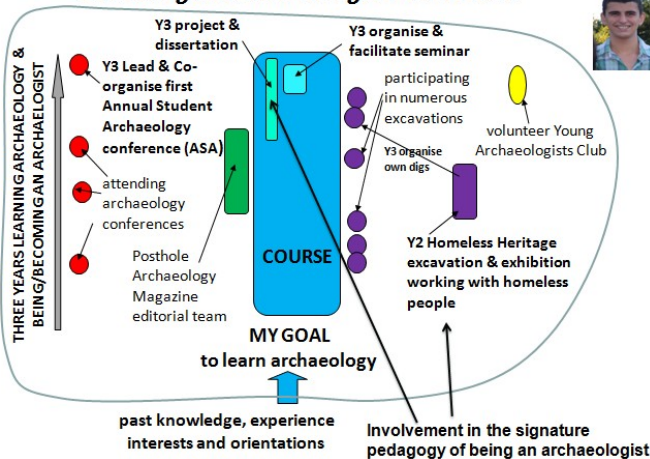
Example of a student's ecology for learning

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

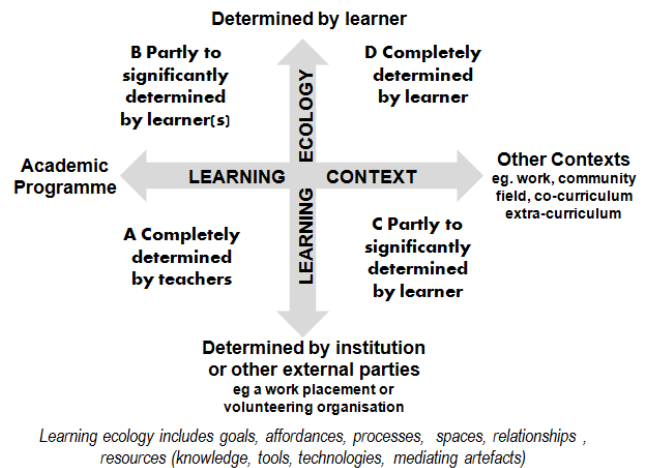
To accommodate all the affordances for learning in a students' life we need to adopt a Lifewide Curriculum



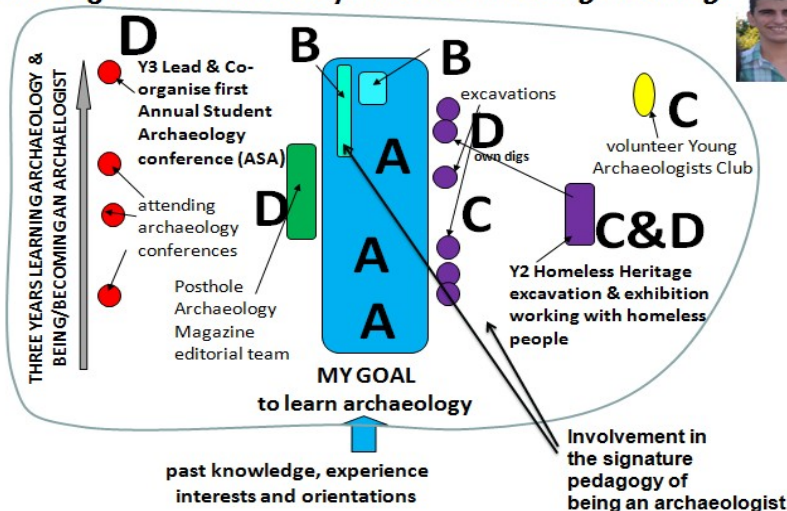
A student's ecologies for learning, developing & achieving 'becoming the archaeologist I want to be'



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



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



PART 2 : Personal Pedagogies for Creative Learning Ecologies

The idea of pedagogy will be explored from an ecological perspective. Consideration will be given to how higher education teachers develop their own pedagogical thinking and practices. *What causes a teacher to hold certain ideas, beliefs and values about learning and creativity how are these reflected in their educational practices?*

Building on the ideas introduced in the first session it is proposed that through their pedagogical thinking and practices, HE teachers create ecologies within which students learn and have potential to use their creativity. Activities will encourage participants to share their own perspectives on what teachers do to encourage and enable students to use and develop their creativity, and how teachers can enhance opportunities for students' creativity in their own educational practices. Examples of pedagogic practices will be provided to encourage thinking about the features, characteristics and cultures that might be incorporated into a learning ecology that encourages and enables students to use their creativity.

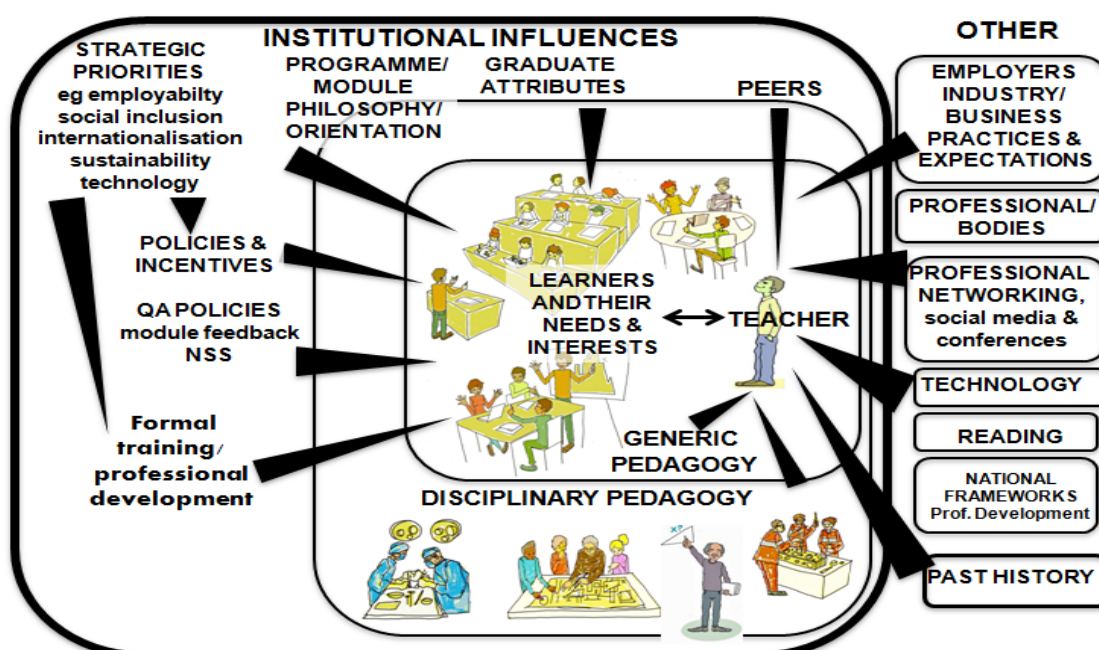
4 Personal pedagogies

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]**

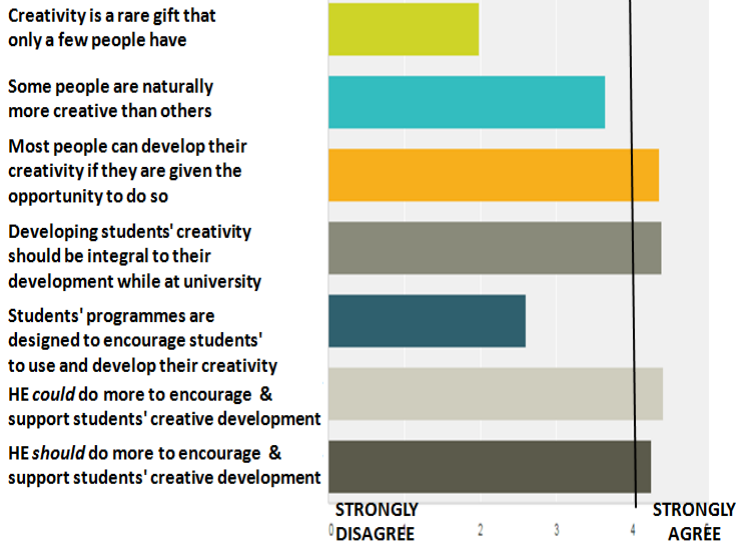
Thomson, P. Hall, C., Jones, K. and Green, J.S (2012)
The Signature Pedagogies Project Final Report. Available at:
http://creativitycultureeducation.org/wp-content/uploads/Signature_Pedagogies_Final_Report_April_2012.pdf

Possible influences on a teacher's pedagogical thinking & practice



5 Creativity in higher education

HE teacher beliefs about creativity #lthechat n=40



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)

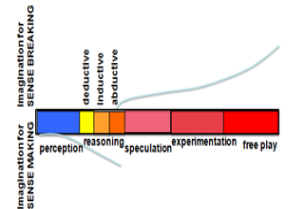
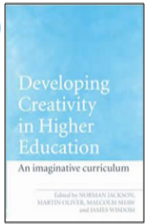
Being curious having an enquiring disposition – having the desire to find out

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 resourceful – finding and making use of what is available

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



Encouraging students to use their creativity PEDAGOGICAL DESIGN TOOL

PEDAGOGIC APPROACHES THAT

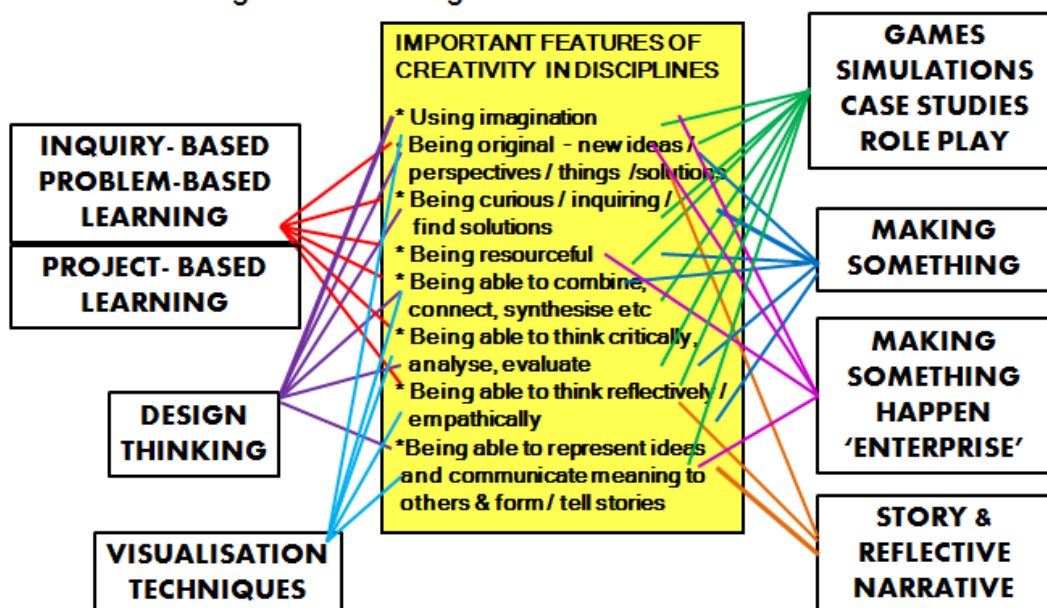
- foster intrinsic motivation
- immerse the learner in challenging, solution-finding situations and tasks
- involve inquiry-rich approaches to learning and problem working
- are rich in peer2peer interaction and collaboration
- involve teacher as co-creator, activist, facilitator not just a transmitter
- * Involve teachers in getting out of the way – to enable students to create
- involve space for reflection to enable learners' to understand their own creativity
- involve the use of strategies for recording, curating and communicating learning, creativity and achievement

AND CREATE OPPORTUNITY FOR LEARNERS TO

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

Pedagogical practices that encourage students' creativity

Many of these approaches have potential to enable students to develop their own ecologies for learning



My presentation can be downloaded from

<http://www.normanjackson.co.uk/portsmouth>

Also two video clips used in presentation

Further resources relating to creativity in higher education

Creative Academic community website includes articles and a magazine free to download. You can register your interest on the home page

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

Creative Pedagogies for Creative Learning Ecologies Project

This is an open community-based project and anyone can participate. You can find out more at <http://www.creativeacademic.uk/creative-pedagogies.html>

#creativeHE Google+ Forum

The forum has a community of over 500 and it hosts regular asynchronous discussions about different topics relating to creativity in higher education. It also offers open 'courses' and the next course is between 22-26 May. You can find out more at: <https://plus.google.com/communities/110898703741307769041>