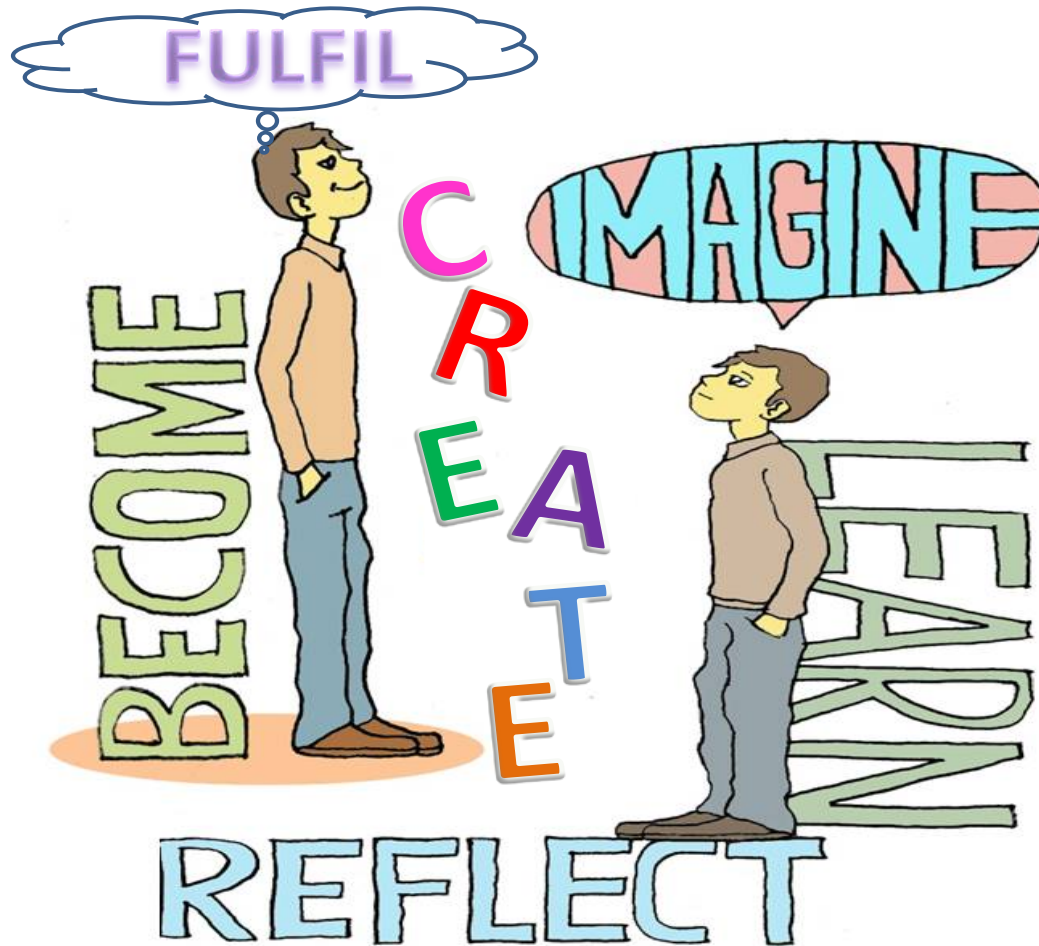




Developing Students' Creativity through a Lifewide Higher Education

Norman Jackson Lifewide Education Community



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

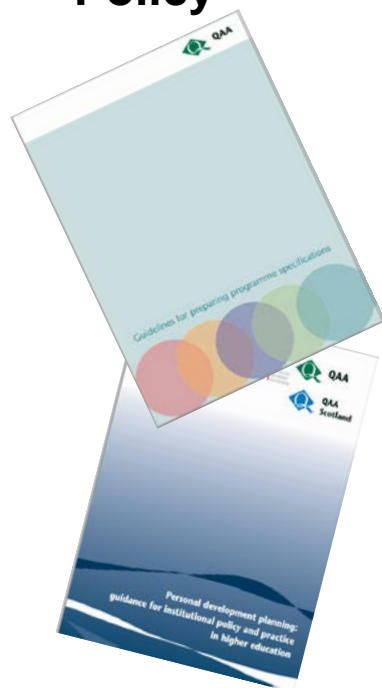
My interest in creativity & lifewide education



Lifewide Education



Policy



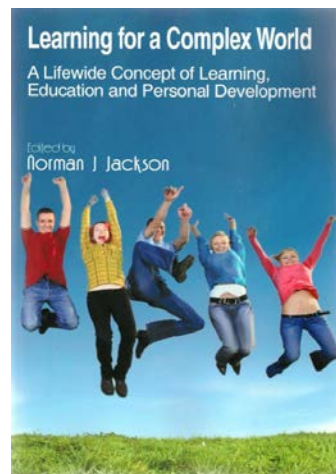
1998-2000

Research & Development & Innovation



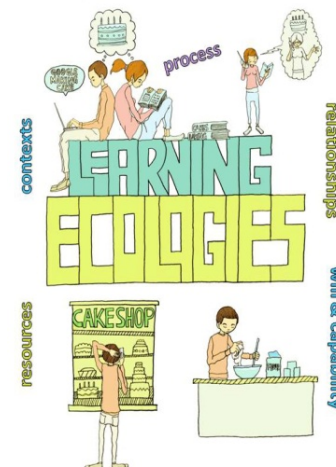
Imaginative Curriculum Network

2000-05



Surrey Centre for Excellence in Professional Training and Education

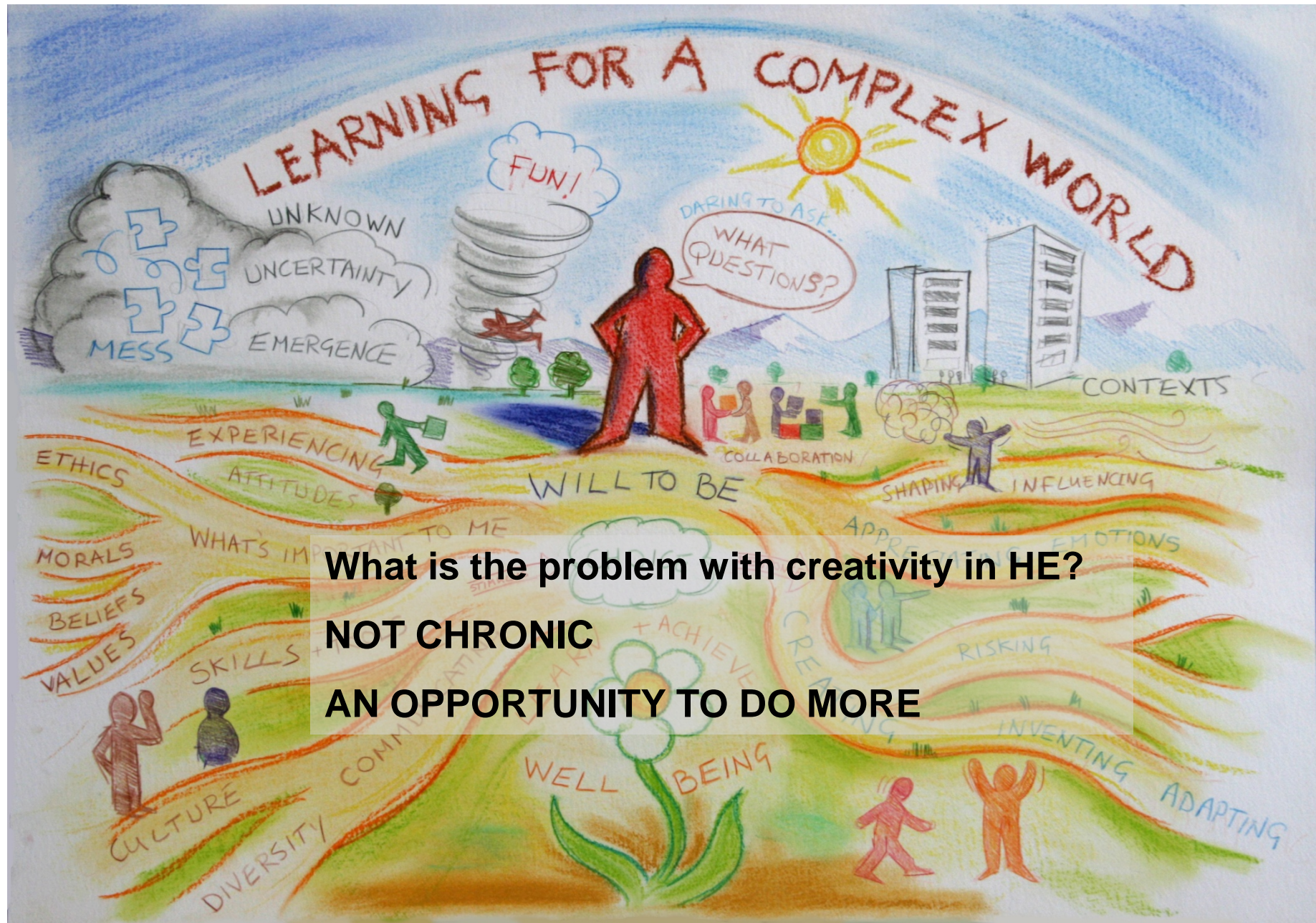
2006 - 2011



Lifewide Education Community

2011 - present

The wicked challenge of preparing learners for their future



What is the problem with creativity in HE?

NOT CHRONIC

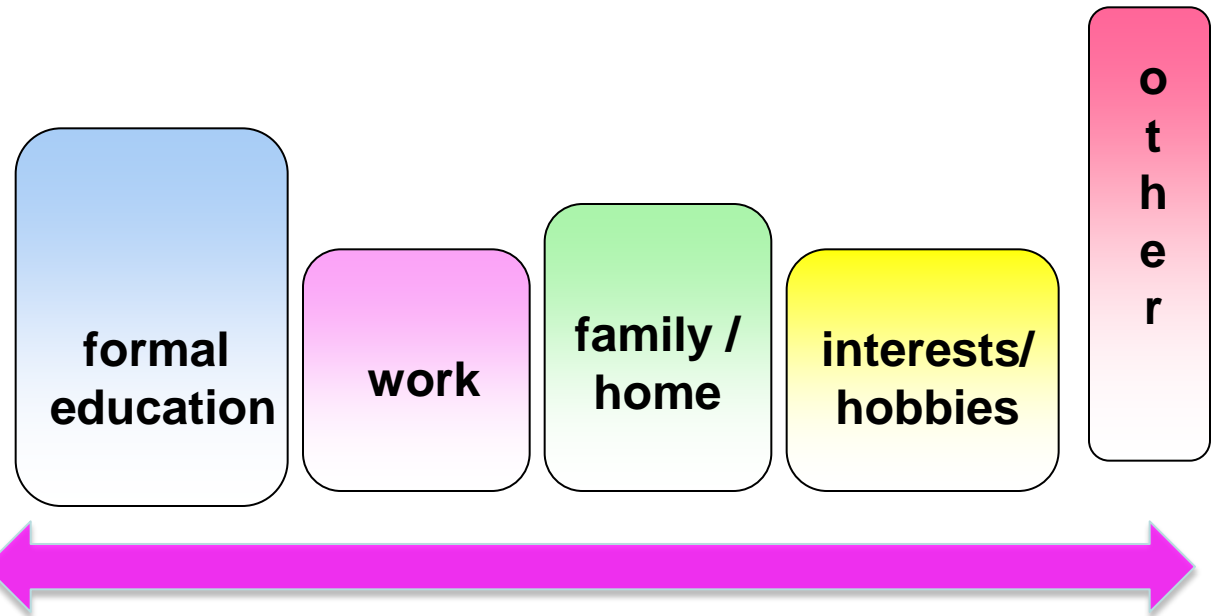
AN OPPORTUNITY TO DO MORE



Learning through and across the contexts and situations in our life

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 2001:9)



Lifewide learning: all learning that emerges through activities in the *multiple spaces and places* we occupy *contemporaneously* at any point in time. It's learning in the contexts and situations that comprise our daily lives.

What is creativity?





What is creativity?

'any human act that gives rise to something new'

Lev Vygotsky

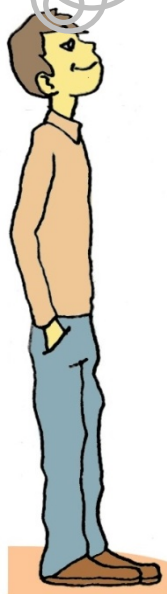
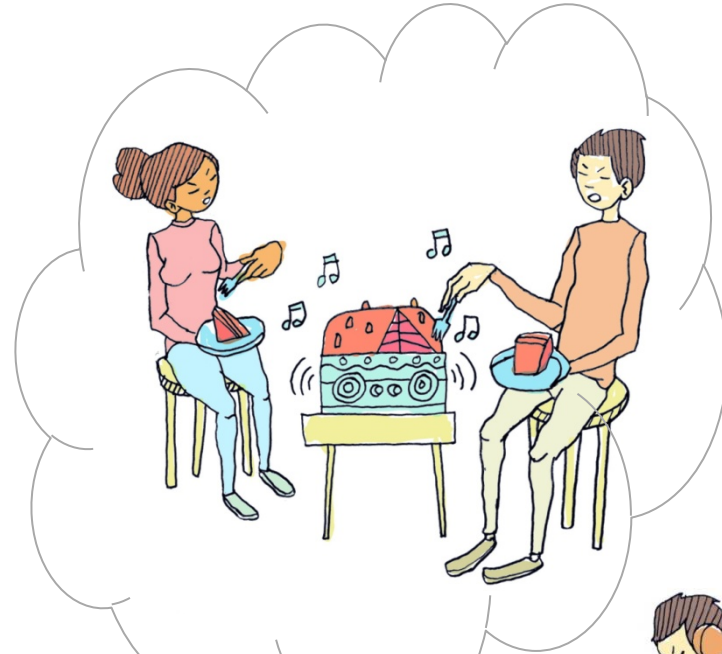


personalising creativity

'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

A Creativity Narrative

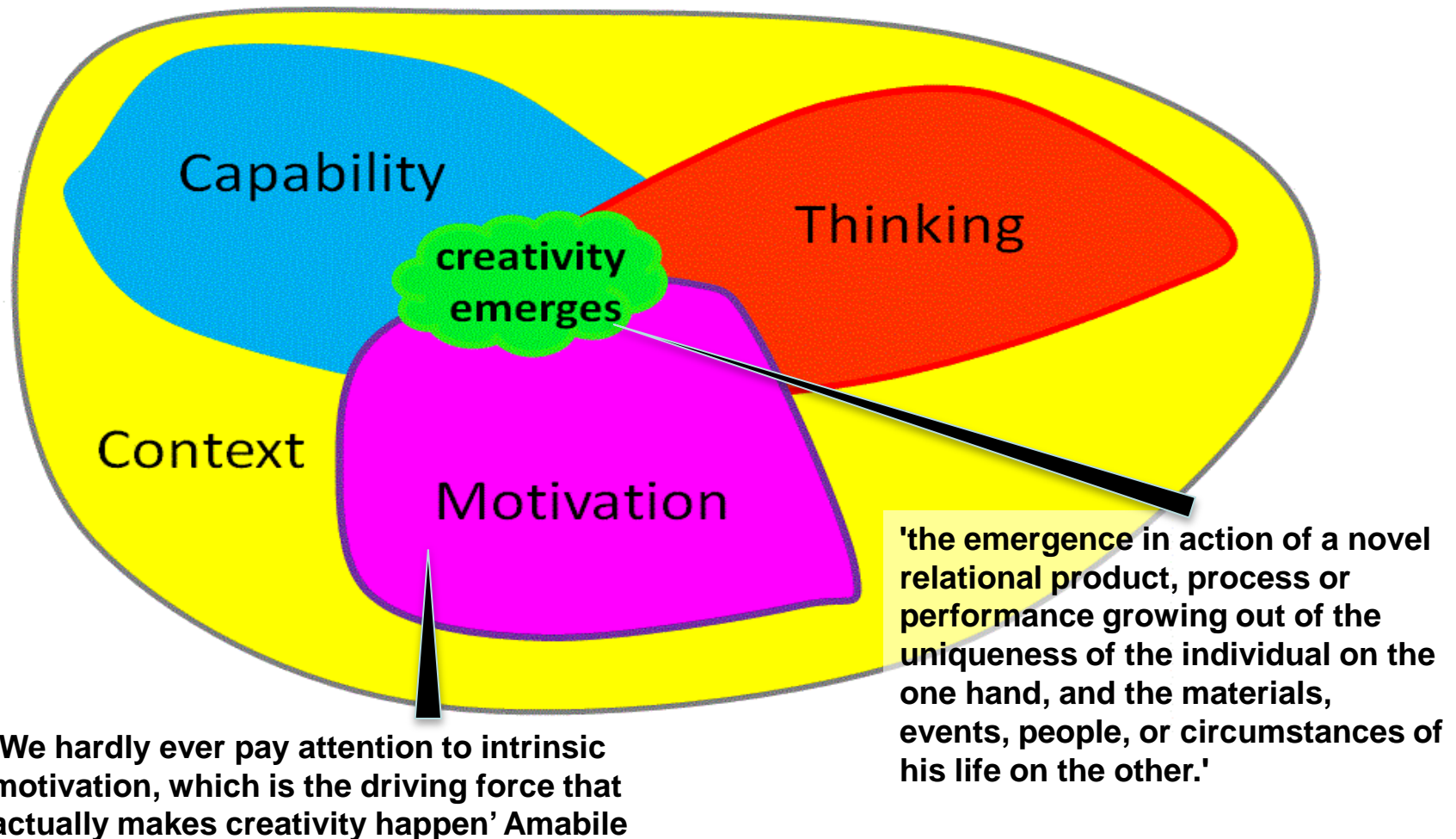


IMAGINE - DEVELOP - MAKE OR PERFORM



A model of creativity

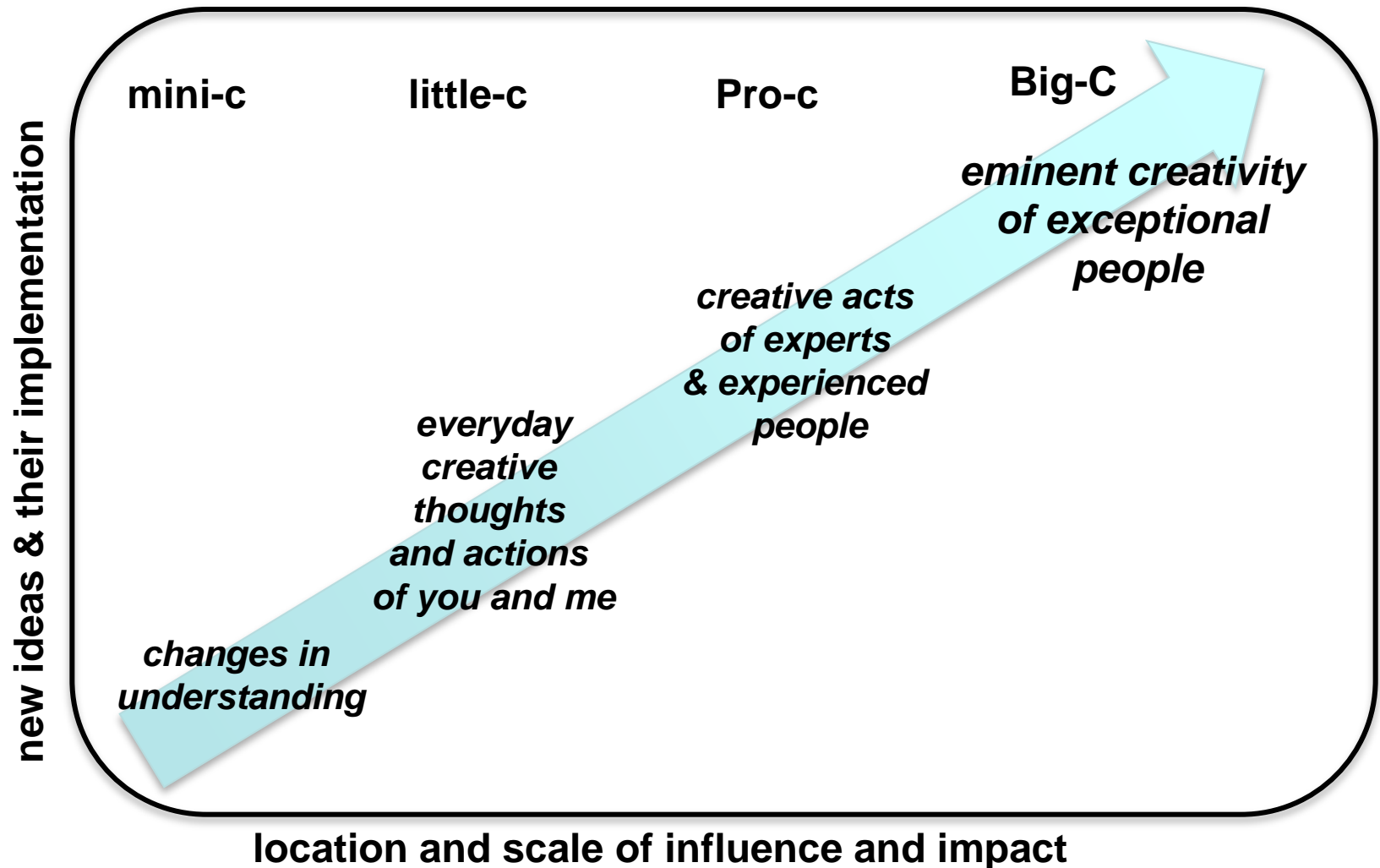
Teresa Amabile (1983)





Four-C model of creativity

Kaufman and Berghetto (2009)



what does being
creative mean to you?

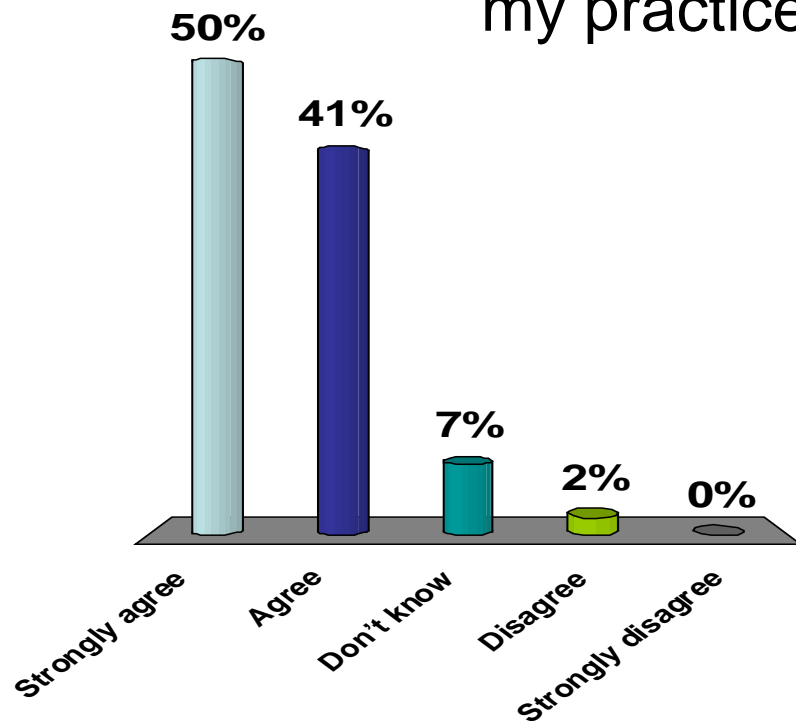
HE Teacher Beliefs

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



HE Teacher Beliefs

Being creative is an essential part of my practice as a university teacher

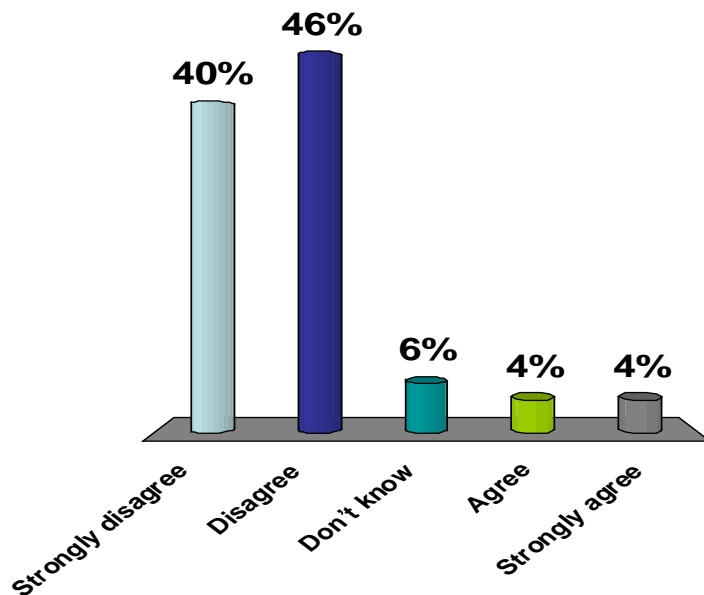


audience responses
University of Ulster Teaching
& Learning Conference (n=58)

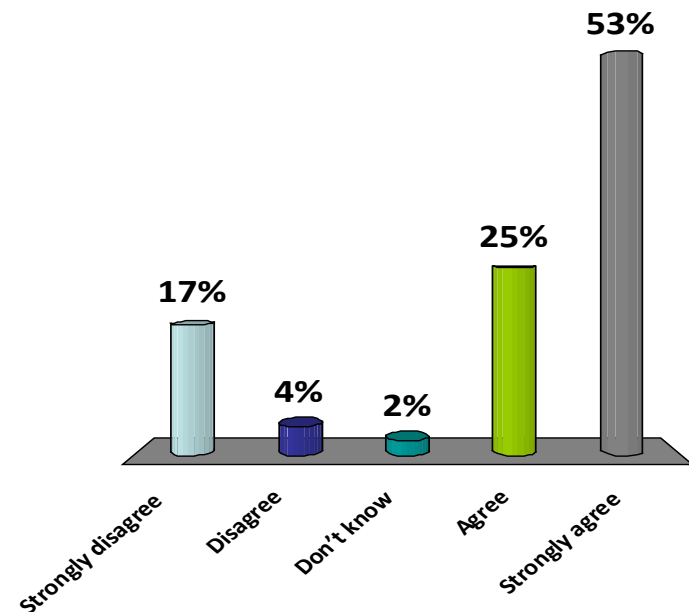


HE Teacher Beliefs

Creativity is a rare gift which only a few people have



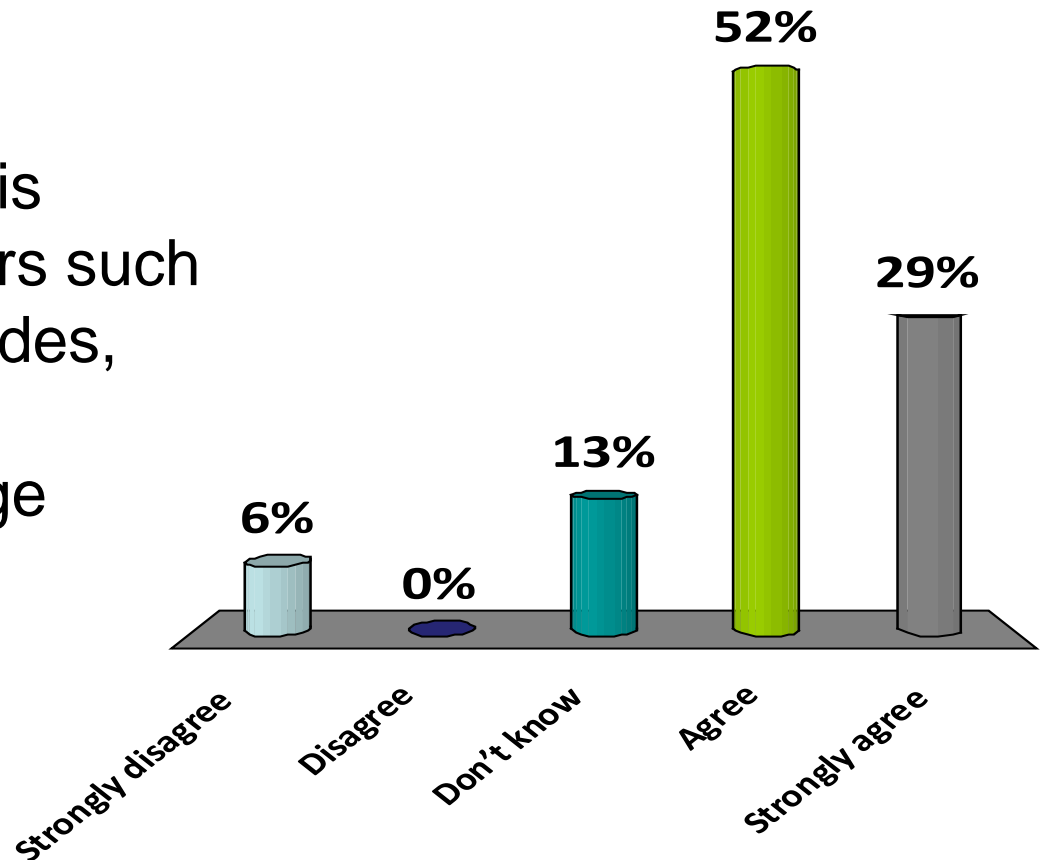
Most people can develop their creativity if they are given the opportunity to do so



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

HE Teacher Beliefs

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

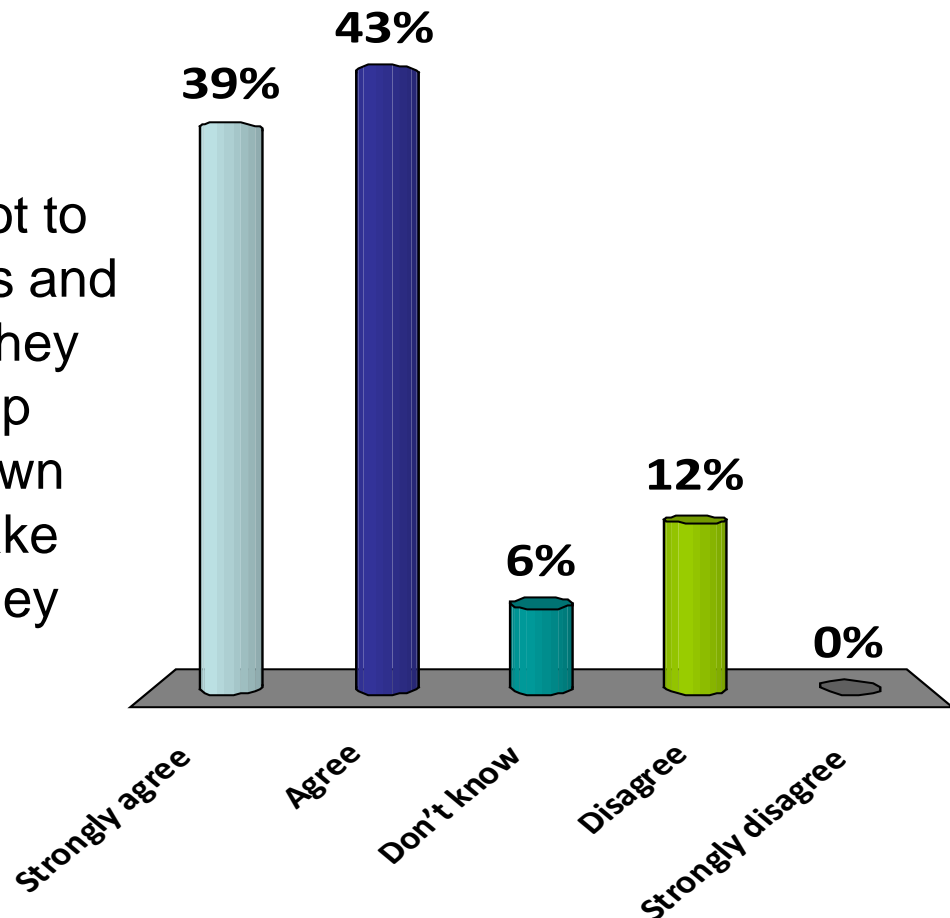


*audience responses University of Ulster
Teaching & Learning Conference (n=58)*



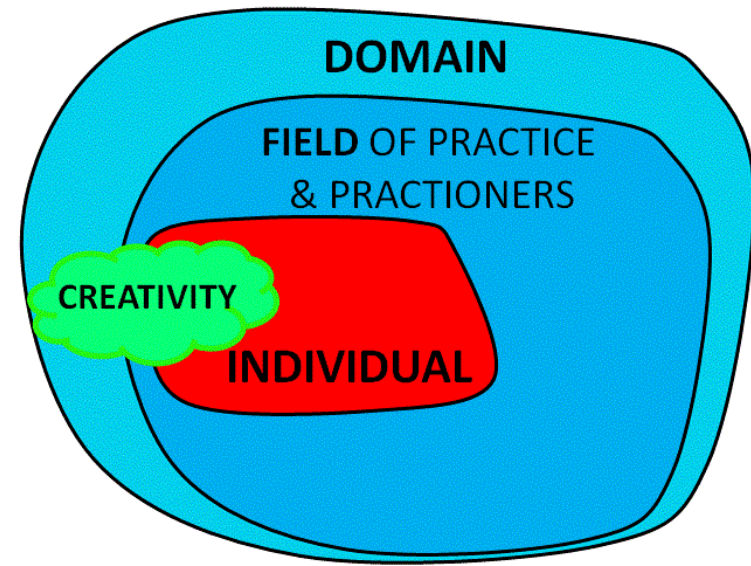
HE Teacher Beliefs

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



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

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** – to see possibilities, opportunities

Being **original / inventive** - **new ideas** which add value

Being able to **adapt/improvise**

Being able to **combine ideas/things** to produce something new

Being curious having an **enquiring disposition**

Being **resourceful**

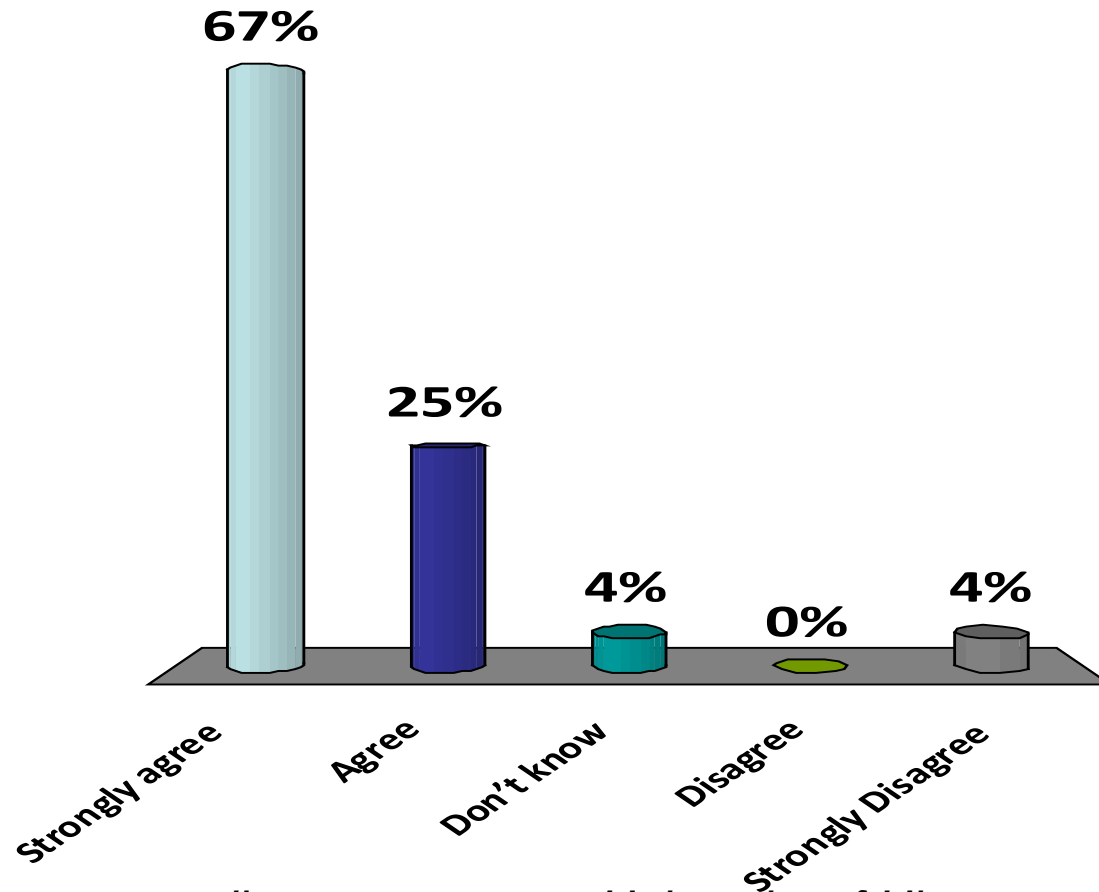
Being able to **think synthetically and relationally** -connect
in novel ways, work with incomplete data, recognise emergent patterns

Being able to **think critically** to **evaluate ideas**

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

HE Teacher Beliefs

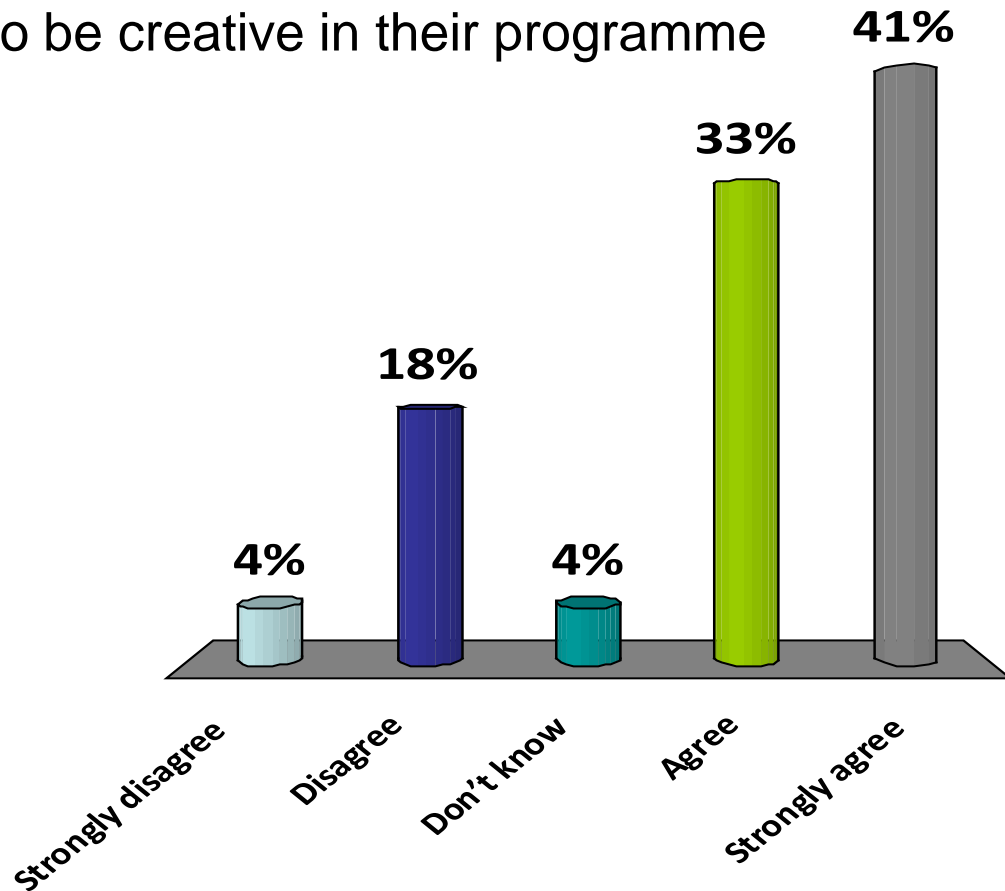
These abilities, qualities and attitudes are important to being creative in my disciplinary field



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

HE Teacher Beliefs

There are plenty of opportunities for learners to be creative in their programme



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

Student Beliefs – 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 Beliefs n=309 :

Where do you feel you are at your most creative?





A Lifewide Educational Approach



LWL is the way we discover what we believe is significant.
PERSONAL SIGNIFICANCE is the way we create powerful
dispositions for self-directed learning, development and achievement
these deep intrinsic motivations inspire much of our creativity

Putting Ideas into Practice: 'SCEPTRe' 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





**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

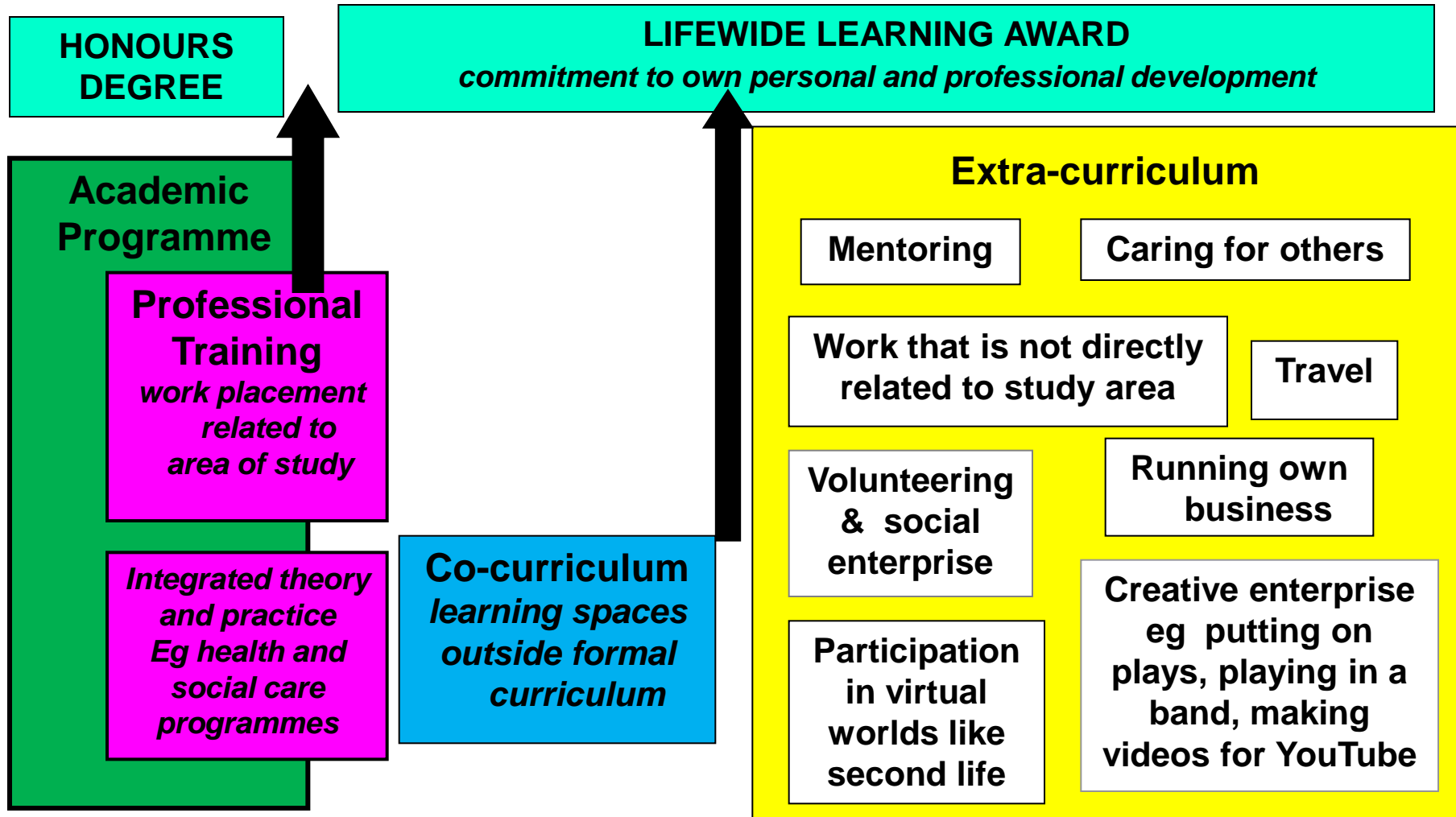
3Y academic (30%)

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

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



A lifewide curriculum – academic professional & personal development



Personal learning ecologies



‘the set of contexts found in physical or virtual spaces that provide opportunities for learning. Each context is comprised of a unique configuration of activities, material resources, relationships, and the interactions that emerge from them

‘ Brigid Barron (2006:195)

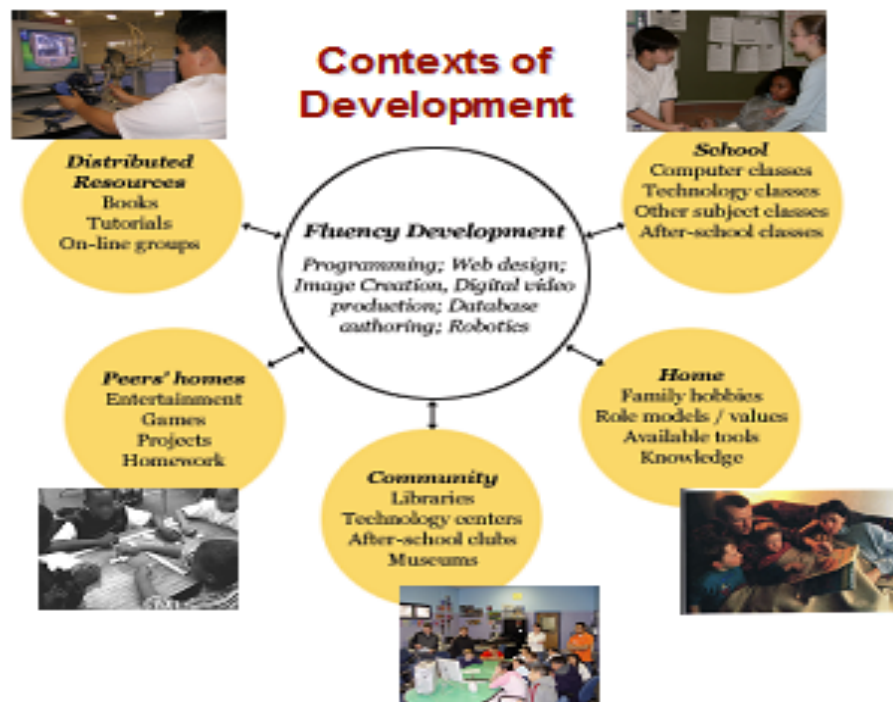


Learning Ecology Framework

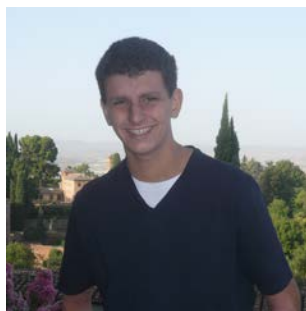
Accessed set of contexts, comprised of configurations of activities, material resources, and relationships that are found in co-located physical or virtual spaces that provide opportunities for learning.

(Source: B. Barron, *Human Development* 2006)

- ✧ Unit of analysis is person and multiple life spaces
- ✧ A learning ecology is dynamic
- ✧ Subject to interventions
- ✧ Activities, ideas are more or less boundary crossing
- ✧ Influences: Lewin, Bronfenbrenner, Cole, Engeström, Lave, Rogoff, Saxe, Vygotsky

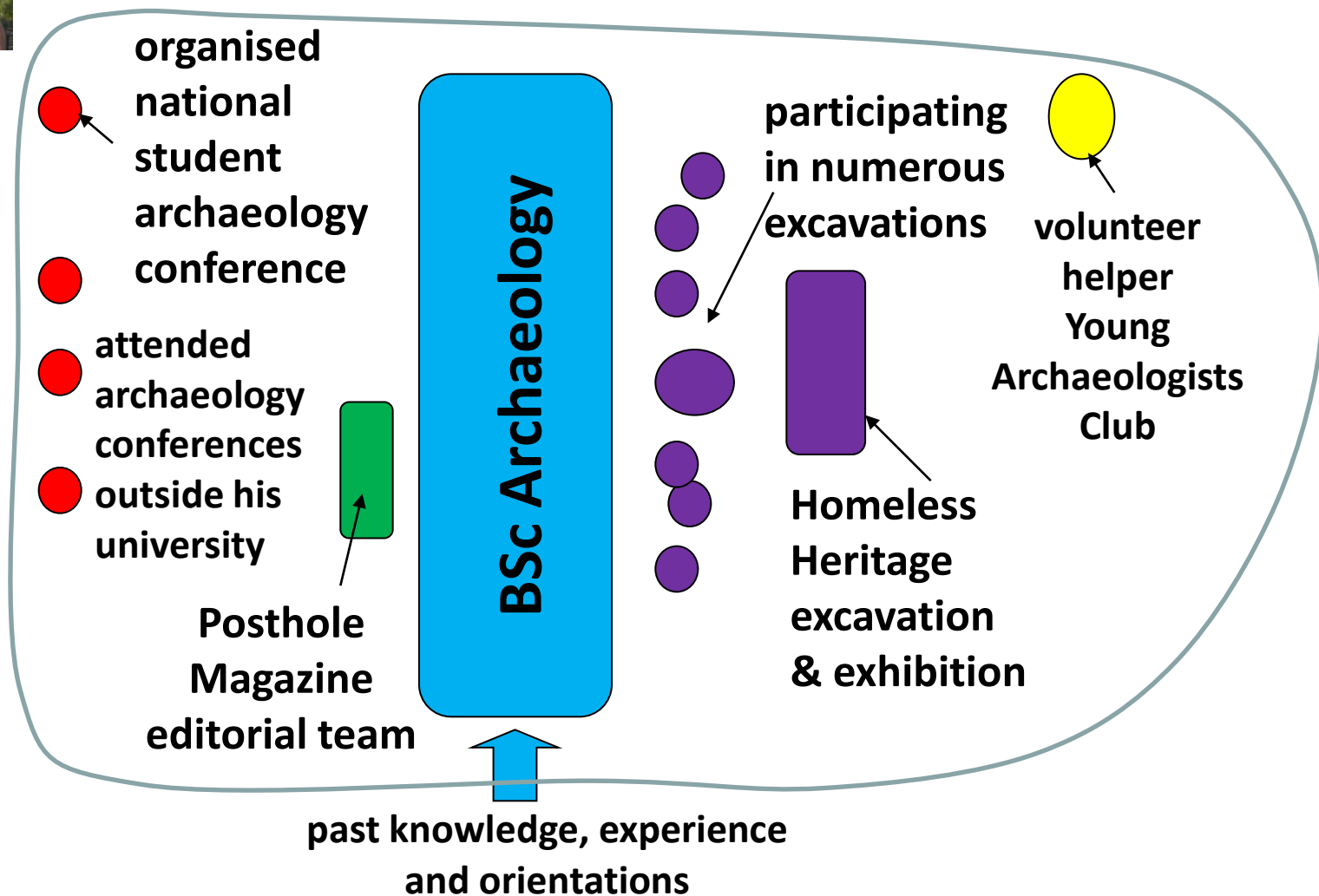


Framework has descriptive and prescriptive uses



Learning ecologies in higher education

– to become a ‘good’ archaeologist
recent graduate University of York



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

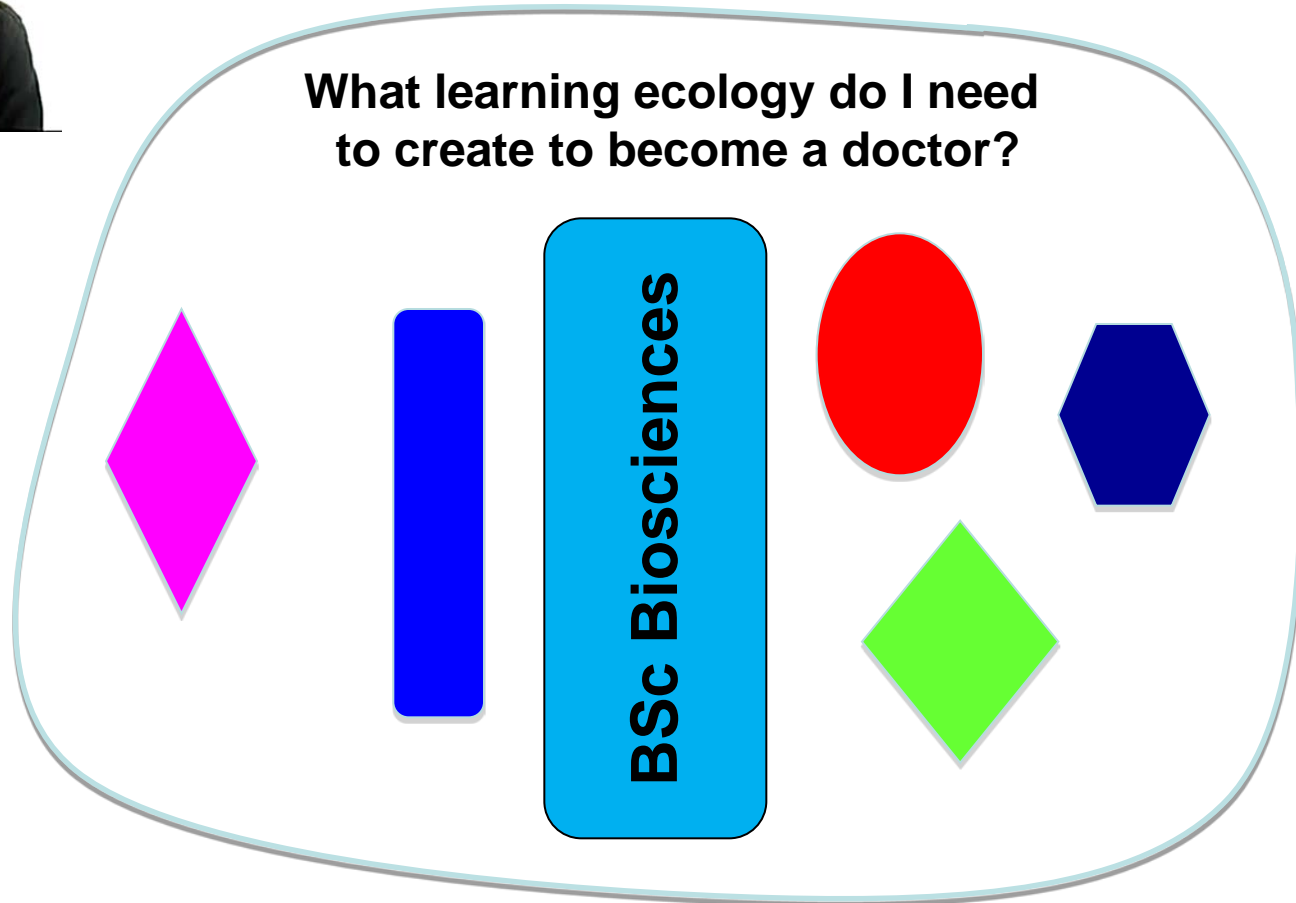




I want to become a doctor

Level 1 student University of Surrey

What learning ecology do I need
to create to become a doctor?



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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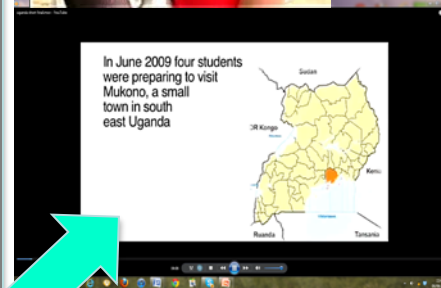
Personal Development Plan

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



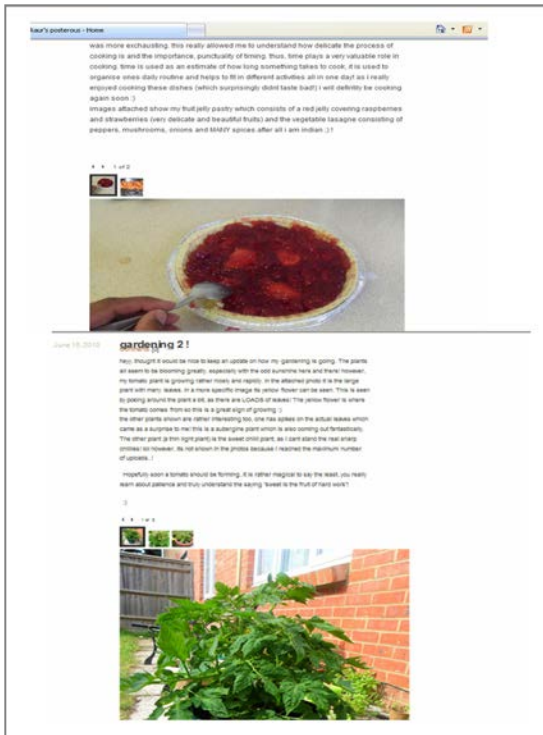
**familiar
context**

**unfamiliar
context**



familiar problems

Creating and representing meaning



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

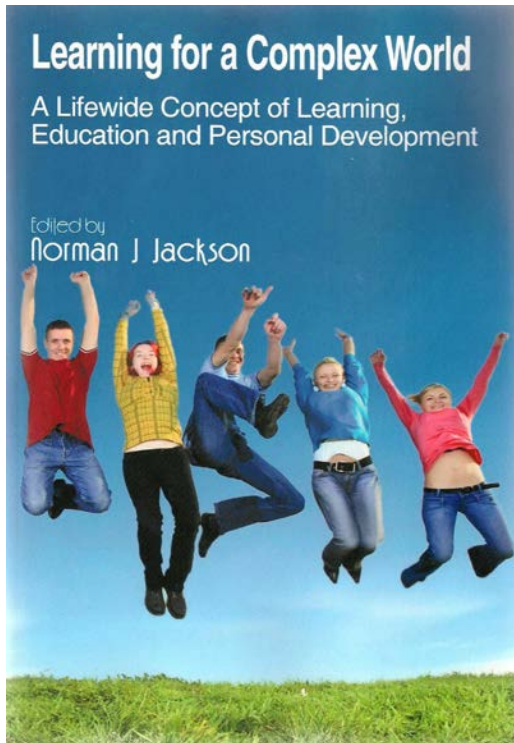


You Tube ^{GB}





What did we learn?



- 1 Deeper understanding of how our students developed themselves in the different spaces that made up their lives
- 2 Designed and implemented an enabling framework and tools to support students 'lifewide learning and development
- 3 Designed and implemented procedures for evaluating and validating these forms of learning and development
- 4 Validated through learner testimonies the educational value of the recording and reflection process and discovered ways in which learners were being creative and also encouraged them to be creative
- 5 Discovered that many universities in the UK were supporting student development outside the academic curriculum but in different ways

LIFEWIDE DEVELOPMENT AWARD

<http://lifewideaward.com>

Home

Lifewide learning

Award

Guidance & Tools

Mentoring

Testimonies

Community

JOIN NOW



A simple but powerful idea

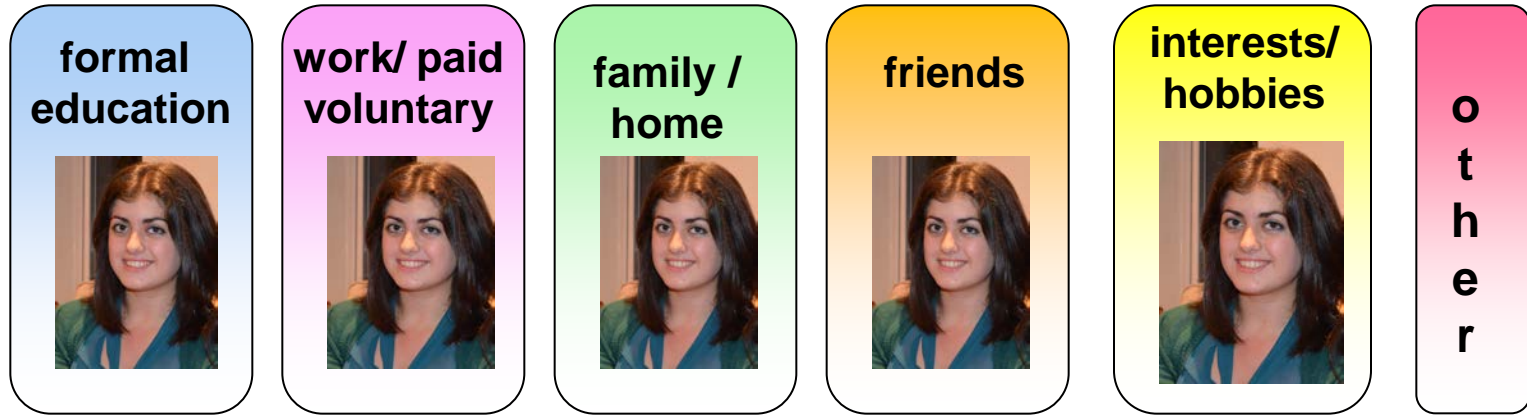
Once in a while a new idea comes along that revolutionises how we think and behave. Lifewide learning has the potential to be one of those ideas.

**FRAMEWORK CAN BE
ADAPTED TO ANY
INSTITUTIONAL
ENVIRONMENT**

An Award to help you develop yourself



A LEARNING ECOLOGY



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



Level 1 – student University of Nottingham

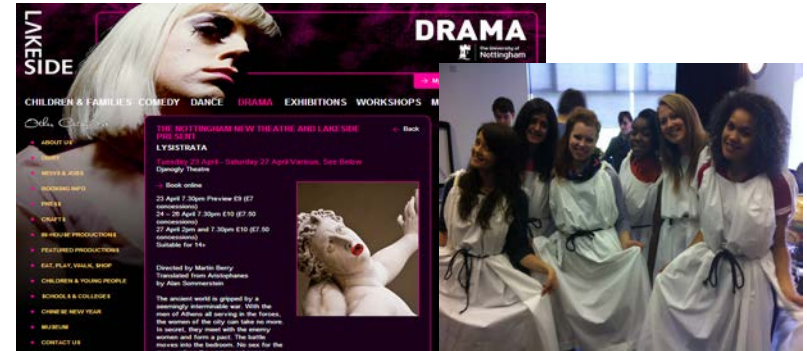
GOAL - to develop myself as a communicator & gain experience of journalism/broadcasting



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**

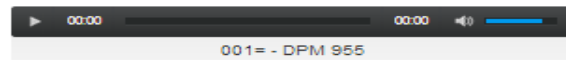
Recording, reflecting and gaining recognition for creativity & achievement

Blogs

Reflections on my personal development plan 06/01/2013 0 Comments

As I reach the end of my experience I need to reflect on my learning and development over the past year. This conversation with my mentor is the first time I have reflected on my overall development in my first year at university.

CONVERSATION WITH MY MENTOR



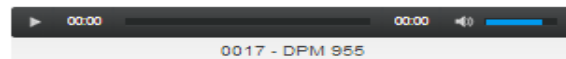
Add Comment

Performing in Lysistrata 06/01/2013 0 Comments



During my easter holidays I performed in a production of Lysistrata, a production which was a collaboration between the University theatre group and a professional theatre group. I learnt many things during this process.

CONVERSATION WITH MY MENTOR



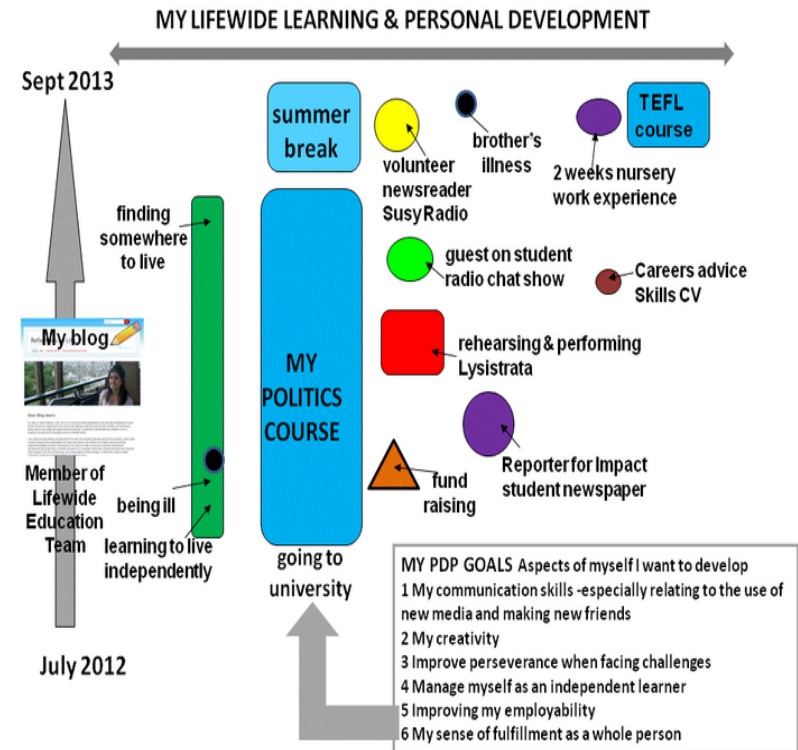
Add Comment

Learning to be a reporter 06/01/2013 0 Comments



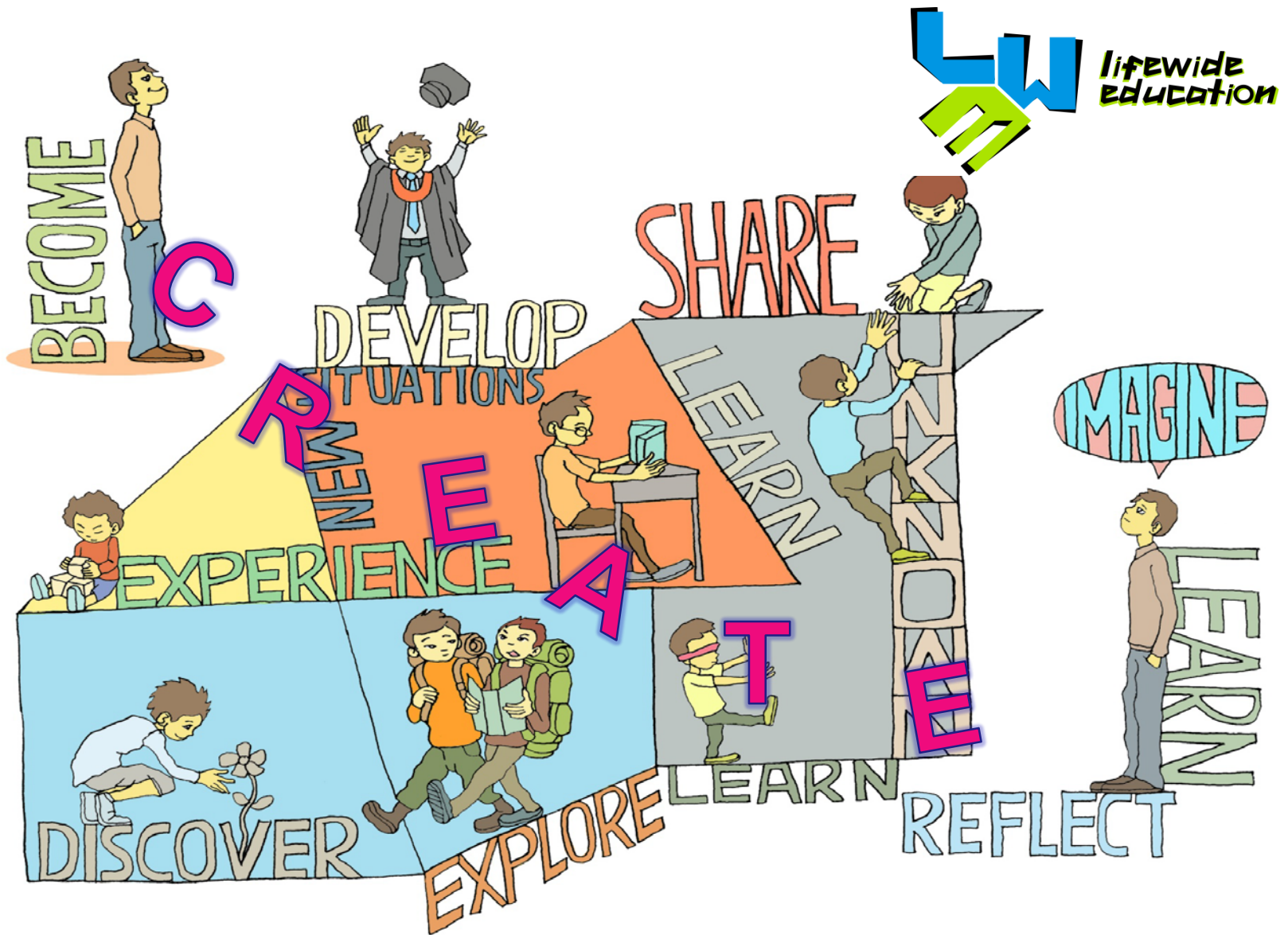
Part of my time during first year was spent trying to do activities that may assist me in my future career. I have begun to consider broadcasting as a possible career path and have become a reporter for the university newspaper in order to gain experience in media.

Synthesis



Going to university and learning to live independently

I recognised that in going to university I was going to make a transition from being at home to living an independent life away from my family. Perhaps, the most important lesson I learnt in the first few months of going to university is the need to balance friends and the social aspect of life with study. Going to university is like starting a new life, whereas in



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

If you would like to add your views on Creativity
Please visit <http://lifewide.vxcommunity.com/>

Vx **VALUES**exchange

Email address Password Log In
Forgotten your password? ☐ Keep me logged in.

Search... X Q



Think Deeply about Everything

Communities
Learning Together

Register

Learn More

+ Create unlimited Polls, Surveys, Cases, Boards & Conferences - find out what people really value

+ Post an Issue

