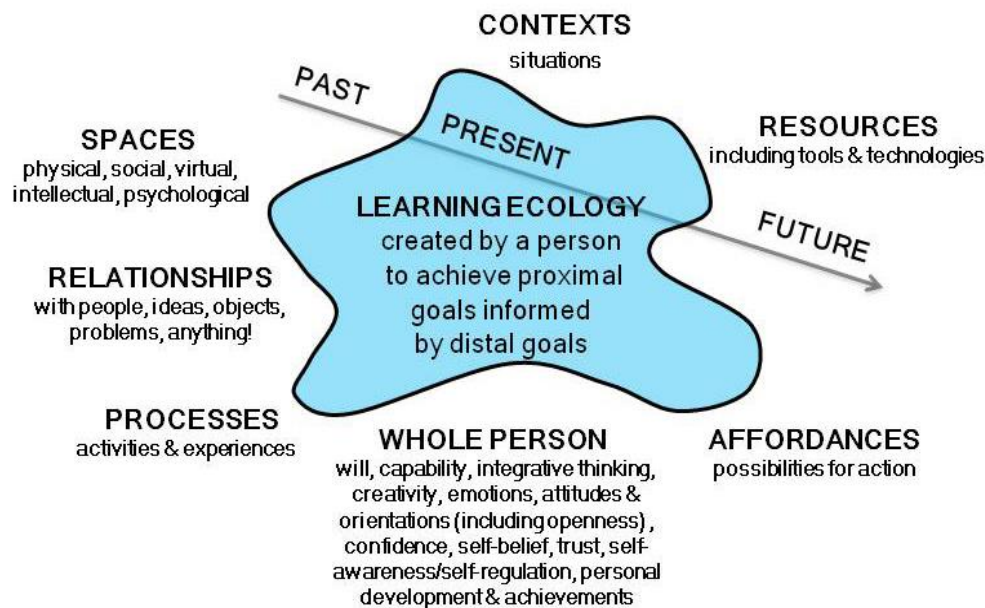


# Visualising a teacher's pedagogy for creativity using an ecological framework

I developed this conceptual aid for the #creativeHE Creative Pedagogy & Learning Ecology conversation. Please post your comments on its value and make suggestions for how it might be improved or used.



Exploring Learning Ecologies <https://www.lulu.com/>

If a teacher is aiming to develop an ecology for the purpose of encouraging learners to use and develop their creativity:

**What questions might be associated with each element of the ecological framework?**

**Please suggest other questions & prompts**

## PURPOSES/GOALS

**Why am I trying to do this?**

**Distal goal:** to support and shape the work of Creative Academic so that it can have more impact

**Proximal goals:**

*Personal:* Because I'm interested. I want to learn. The new knowledge will be useful to future work.

*Organisational:* Because Creative Academic can demonstrate it is fulfilling its mission

## What are my purposes for this collaborative ecology?

- 1 To attract and engage a sufficient number of interested people to enable the ecology to work?
- 2 To facilitate collaborative exploration of the problem we have set ourselves to advance my/our understanding
- 3 To model a process of developing a pedagogy for creativity
- 4 To enable participants to use and if possible share their creativity
- 5 To consolidate/curate important learning gained through the conversation

- 6 To develop new relationships that will sustain their involvement in the work of Creative Academic  
7 To try to recognise and respond to new and interesting things when they emerge

## PEOPLE

*ME as leader and architect of this ecology:*

What is my role in this ecology: architect, facilitator, guide, meddler, broker and modeller - what combination of these things?

What can I bring to the process that is interesting/novel?

*OTHERS as participants +/- as co-facilitators*

**Who am I trying to involve and why?**

*People who have had expressed an interest and new people*

**Are there particular people I would like to involve? Why?** What knowledge/experience/perspectives might individuals bring that might be encouraged/utilised in the process?

*YES - JC, EmW, NM, ++++++ there is a reason for each person*

**How can I persuade them to get involved/share their knowledge?**

*Each requires a customised friendly inquiry.*

## CONTEXTS

What are the contexts which influence/constrain this ecology?

*#creativeHE (current and past), the current work/institutional & other life contexts of participants, contexts of past experiences. Online/asynchronous/Google+ tools/other web tools/timezones*

## SPACES/AFFORDANCES

**What sort of spaces/affordances do I want to try to create?**

SPACES FOR Imagining, Inquiring, Questioning, Experimenting, Reflecting, Collaborating, Making (eg tools and other artifacts),

SPACES FOR PERSONAL CREATIVITY - what forms of creativity do I want to encourage? - I think mainly relating to changes in understanding and perceptions and the way participants represent their knowledge

SPACE FOR EMERGENCE - hopefully ideas, perspectives, insights will emerge through the involvement of people and the dynamics of conversation.

## PROCESSES / ACTIVITIES

**What learning process(es) and activities am I trying to involve people in (including myself)**

EXPLORATION/INQUIRY Thinking - imagining-critical-integrative, story telling, sharing, collaborating, reflecting, making (narratives, tools)

**What approaches, techniques, methods might I use to facilitate exploration/inquiry?**

*Personal narratives of pedagogic experiences, responses to posts, responses to on-line questionnaires.*

**Given the focus of the ecology is inquiry/exploration: What questions might we ask to explore the dimensions of the problem we have created?**

*A list of questions has been generated and embedded in the background paper*

## RELATIONSHIPS (culture)

**What relationships am I trying to nurture?**

*Personal/human, respectful, trusting, that encourage sharing, that encourage people to take risks sense of belonging, sense of interest and a sense of wanting to participate and contribute.*

## RESOURCES

### What sources of relevant knowledge can we use?

*Existing knowledge assets in web accessible sources, personal knowledge of people involved*

What new resources do we want to create?

### What technologies can we make use of?

#creativeHE Google+, CA website, Twitter, Facebook Linked in (Groups) ?????

### What mechanisms do we have for sharing what we have learnt?

*Creative Academic website, CAM Magazine,*

## EVALUATION/JUDGEMENTS (part of the self-regulatory process within me)

### How will I know how well I have achieved my purposes/goals?

Impressions during conversation when participants respond, direct unsolicited feedback from participants, own mechanisms for gathering feedback. My own sense of how well its gone compared to other conversations.

### What feedback mechanisms & tools can I use?

*Open invitation for people to comment*

*Short questionnaire at end?*

### How will I recognise individual and collective creativity amongst participants?

*Probably know it when I see it or they tell me something is creative*

### How will I judge my own creativity?

- Where/how/when I have seen affordance and acted upon it?
- What new thinking/understanding emerged?
- What new activity/action?  
(NB this approach to using the framework as an analytical tool is NEW to me)
- What new relationships have formed?
- What elements have I improvised? How have I responded to surprise?
- Have I opened up new possibilities/affordance?
- What new products have I been able to create?
- What new learning from my reflections?
- What evidence can I base my judgements on?

**One observation is that completion is an ongoing / emergent process. Although its possible to answer most of the questions at the start the detail is only assembled as the affordance is actioned.**