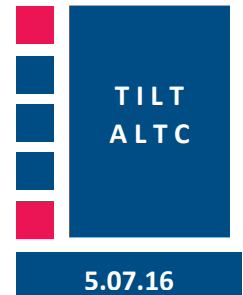


## Transforming learning through Scholarship Session Abstract



### Transforming learning through creative academic practice

#### *TILT Creativity Group*

This workshop was aimed at colleagues interested in exploring the question: “how do I facilitate creativity in the design of student learning opportunities?” It shared a range of creative practices used to connect theories on creativity with work-place learning appropriate to a variety of disciplines including: education, business, product design and mathematics.

The TILT scholarship group on Creativity have been developing their knowledge of ‘teaching for creativity’ and ‘teaching creatively’ (Jeffery and Craft 2004) to transform their teaching and elicit opportunities for less linear ways of learning. The group has focused on active learning strategies aimed at the employment of ‘objects to learn with’ or tangibles [Papert 1980] as vehicles to support the learning of abstract concepts and new ways of learning.

This work had been framed by Sternberg’s (2006) model of intelligence, which values students: analytical, creative and practical skills. Gibson (2010) argues that universities need to develop skills of creativity within their students, along side intellectual concerns. The TILT scholarship group on Creativity believe (along with Gibson, p.612) that through the “fostering of creativity in our students, we learn about our own teaching and ultimately become more creative”. McWilliam and Dawson (2008) reason that universities need to adopt pedagogies that foster creativity.

Participants were provided with practical ideas and tools with which to develop creative ‘habits of mind’ to support students with reflection, feed forward and action planning.

#### References

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