Transforming learning through Scholarship

Session Abstract

TILT ALTC 5.07.16

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 disciples 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 Sterberg'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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Charlie Davis is the Senior Digital Practice Advisor in the Centre for Professional Learning and Development. In this role he supports staff explore the use of technology

to enhance their learning, teaching and assessment practices. His areas of interest include the use of, (digital) storytelling, audio and (audio)visual research methods.

Sarah Davies is a Senior Lecturer in Secondary Education (design & technology) within the School of Education. In this role she teaches undergraduate and postgraduate initial teacher education students across a variety of practical, theory and research based modules. Her areas of interest include the teaching of electronics through secondary school curriculum (textiles) and teacher professional development.

Kamilah Jooganah is currently working in the Centre for Academic Development and Quality at Nottingham Trent University. Prior to this, she worked on an ESRC project at the University of Manchester that investigated student transition into mathematically demanding subjects in higher education. This project involved working with a number of case study higher education institutions across the country. Kamilah completed her PhD at the University of Manchester where she researched undergraduate student experiences with Advanced Mathematics. Her background is in Social Anthropology.