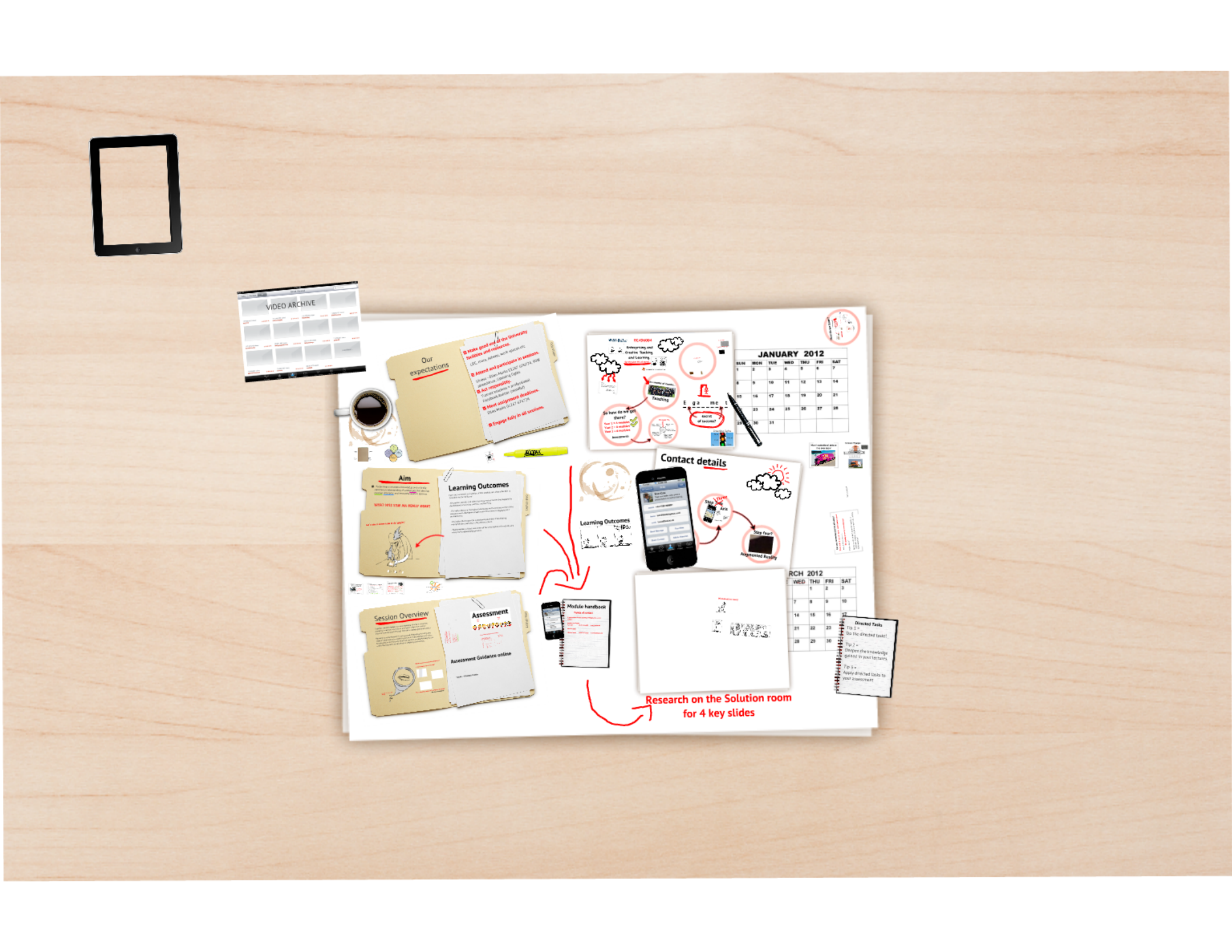

VIDEO ARCHIVE
Our expectations
Aim
Learning Outcomes
Session Overview
Assessment
Assessment Guidance online
Module handbook
Learning Outcomes
Contact details
JANUARY 2012
Directed Tasks
Research on the Solution room
for 4 key slides

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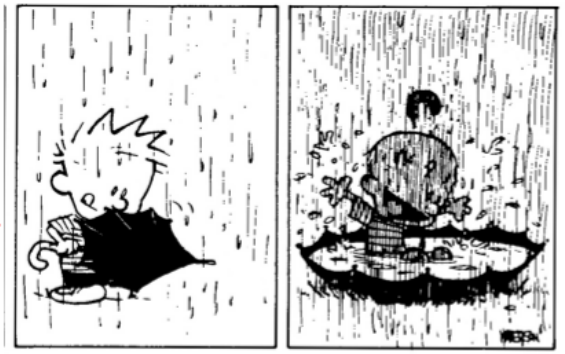
Yr Athrofa
Institute of Education
Addysg i Gymru — Education for Wales

ECAD6004



Enterprising and Creative Teaching and Learning

So what does this all mean?



Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education

In a matter of months...



Teaching

So how do we get there?

Year 1 = 6 modules

Year 2 = 6 modules

Year 3 = 6 modules

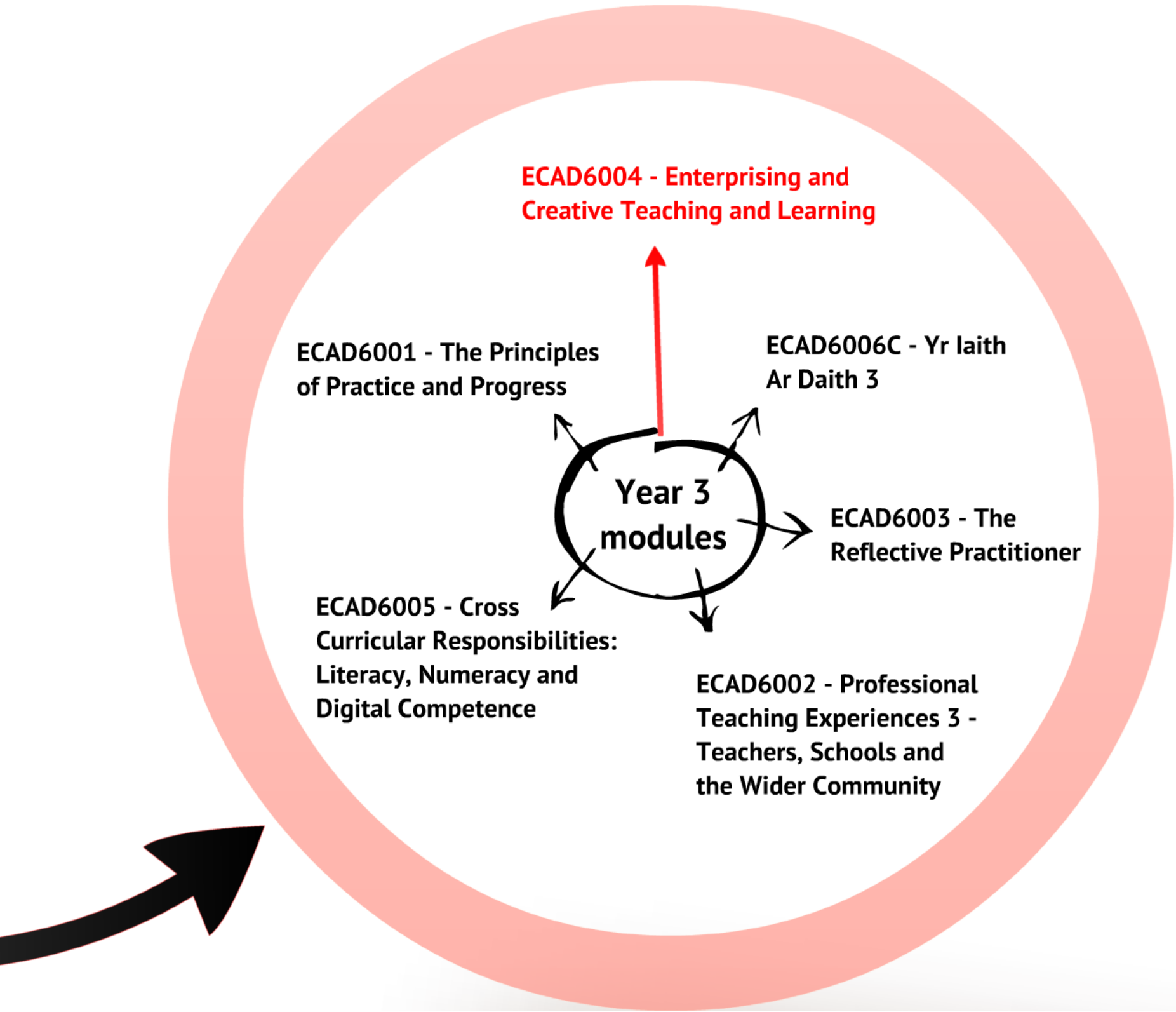


Assessments

Can you remember?

Thick wall it tea of Myrrh seize knots trained

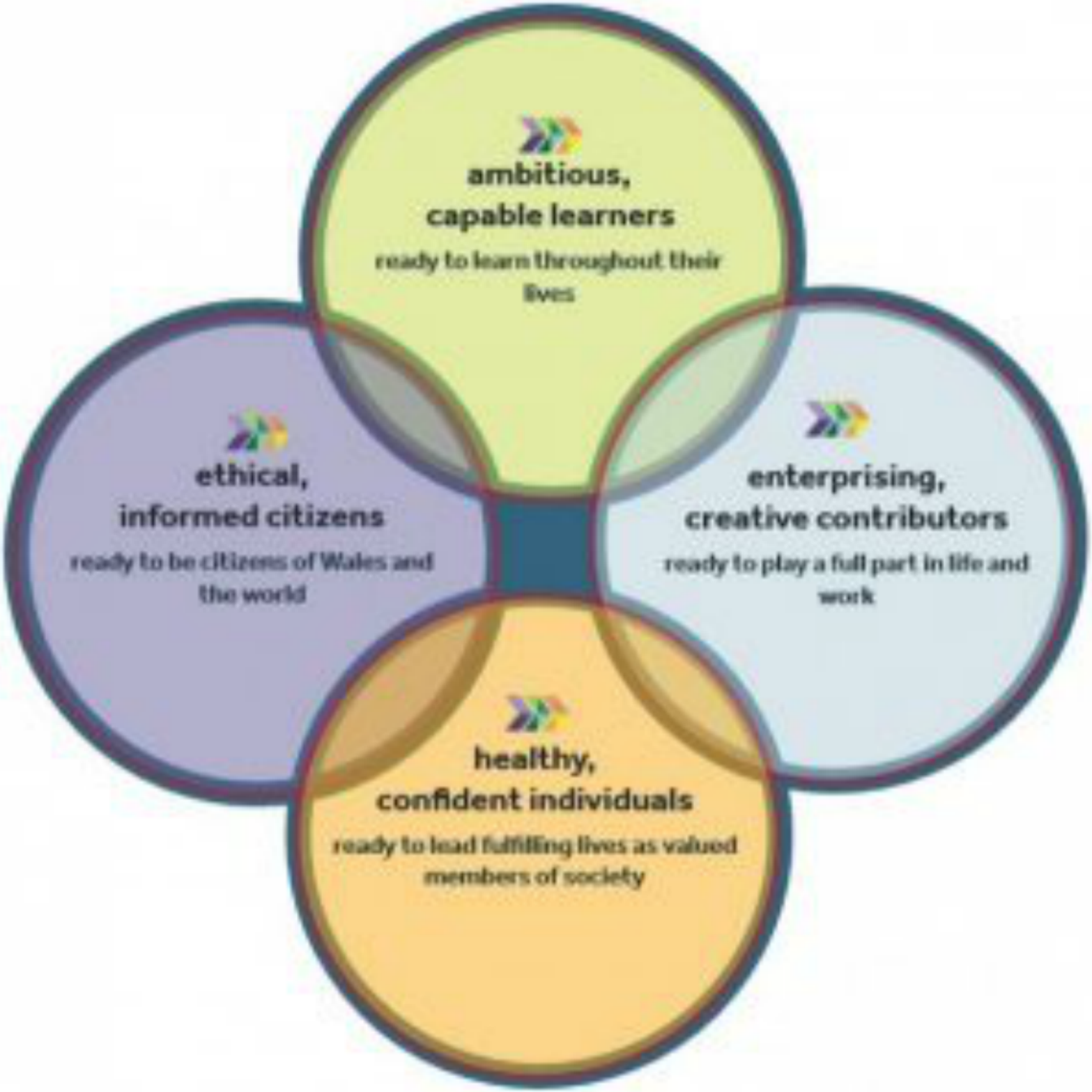
Last year you spent a few moments trying to remember a group of words.


ECAD6004 - Enterprising and Creative Teaching and Learning
ECAD6001 - The Principles of Practice and Progress
ECAD6006C - Yr Iaith Ar Daith 3
Year 3 modules
ECAD6003 - The Reflective Practitioner
ECAD6005 - Cross Curricular Responsibilities: Literacy, Numeracy and Digital Competence
ECAD6002 - Professional Teaching Experiences 3 - Teachers, Schools and the Wider Community

Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?


ambitious,
capable learners
ready to learn throughout their lives
ethical,
informed citizens
ready to be citizens of Wales and the world
enterprising,
creative contributors
ready to play a full part in life and work
healthy,
confident individuals
ready to lead fulfilling lives as valued members of society

Learning Outcomes



and critically
ies that develop
lls in learners.

LLY MEAN?

Learning Outcomes

Upon the successful completion of this module, you should be able to demonstrate the ability to:

· Recognise, identify and select learning environments that support the development of creative learning and teaching.

· Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments.

· Critically reflect upon the educational potential of developing enterprise and creativity in the primary school.

· Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.

CASE-STUDY2

Learning Outcomes

Upon the successful completion of this module, you should be able to demonstrate the ability to:

· Recognise, identify and select learning environments that support the development of creative learning and teaching.

· Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments.

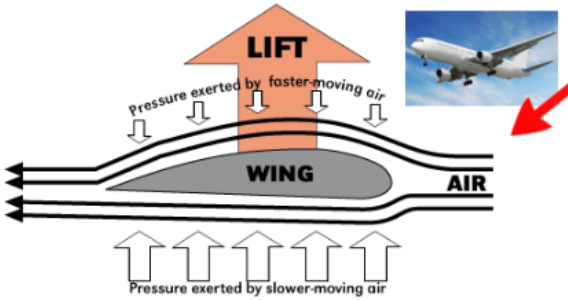
· Critically reflect upon the educational potential of developing enterprise and creativity in the primary school.

· Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.

Most inspirational picture I've ever seen!



Bernoulli Principle



Educational Theory



Keep in mind your classroom

Can you remember?

Creativity game 1



How could you use a children's board game/ toy in a different way in the class room?


The Classic Mystery Face Game
GUESS WHO?




GENUINE HARDWOOD
Jenga
GIANT
STACKS TO 4 FEET...
AND HIGHER!
jenga.com


1+2+4=
7+8-2=
4-1+10=
Jenga
7+3=
BONUS
6+5+3=

Session Overview

Together, we will deepen our understanding of what is meant by creativity in learners and how to develop it within the primary classroom environment through innovative pedagogical approaches.

You will not only discover the background, theoretical thinking and research that underpins creativity, innovation and enterprising skills, but also learn and critically reflect on practical strategies that you can use in the classroom to aid effective teaching and learning.

Let's take a look at the session overview.



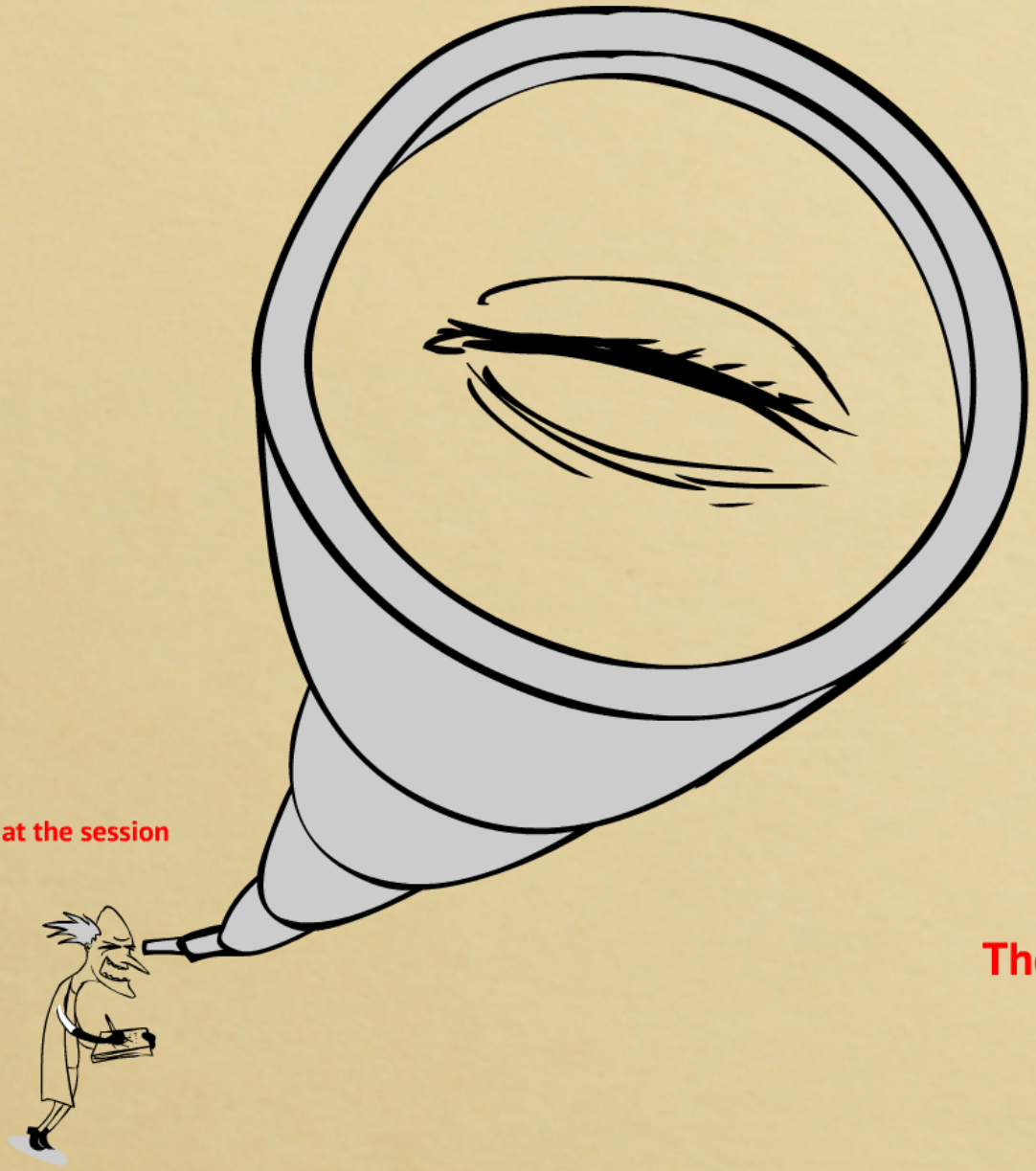
Which sessions are you looking forward to?

Is there a session you don't need?

WEEK /SESSION	SESSION CONTENT	WHO
Week 7 Session 1	Module intro 21st Century skills Enterprise and Entrepreneurship Pedagogy, Andragogy and Heutagogy	TC
Week 8 Session 2 +3	Creativity Creative Thinking Habits of minds	Dr Merenid Hopwood TC
Week 9 Session 4 +5	"Future Proofing Education – the Innovation Imperative" Introducing the Entrecomp Framework Mindset and Neuroscience	Dr Andy Penaluna

Week 10 Session 6 +7	Valuing Ideas Link Entrecomp to Donaldson PBL 1	Dr Kathryn Penaluna TC
Week 11 Session 8 +9	YnYs Tawes Primary School 'Pupil's lead Learning' Workshop – walkthrough of school approach. Creative approaches to T+L	Real children and real teachers! TC
Week 12 Session 10	Assessment Guidance for part A.	TC
Week 13	No Lectures	
Week 14	No lectures	

Week 15	Guest Speakers + Innovative best practice AfE examples.	Innovative teachers from across the partnership. TC
Week 16 Assignment Submission Part A 15th December	Ask the Expert	Dr Kathryn Penaluna
Christmas Break		
Week 25 Session	Endurance Project	TC
Week 26	Assessment Guidance Part B	TC
Week 27	Drop in session	TBC
Week 28	Assignment submission	Thursday 8th March



at the session

The outstanding trainee will get head of the game!

This leads us nicely to...

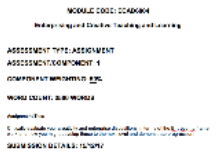
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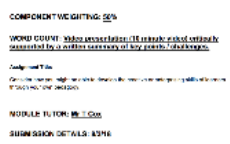
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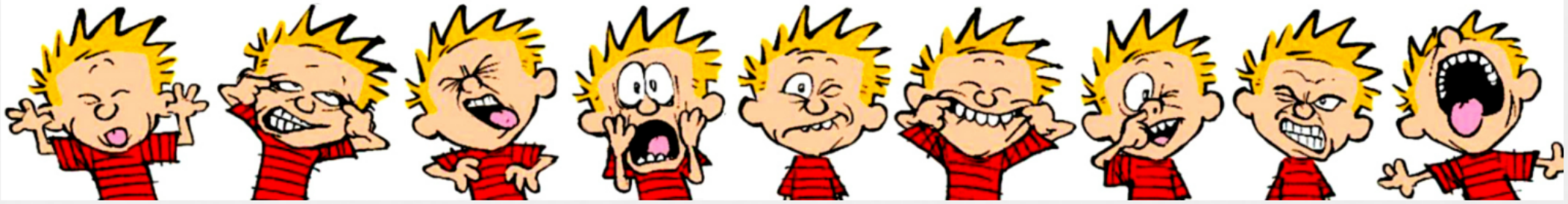
Assessment

Part A
50%



Part B
50%





Things we are looking for when marking...

MODULE CODE: ECAD6004

Enterprising and Creative Teaching and Learning

ASSESSMENT TYPE: ASSIGNMENT

ASSESSMENT/COMPONENT: 1

COMPONENT WEIGHTING: 50%

WORD COUNT: 2500 WORDS

Assignment Title:

Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp frame work and how you might develop these to the next level and demonstrate progression.

SUBMISSION DETAILS: 15/12/17

COMPONENT WEIGHTING: 50%

WORD COUNT: Video presentation (10 minute video) critically supported by a written summary of key points / challenges.

Assignment Title:

Consider how you might be able to develop the creative or enterprising skills of learners through your own pedagogy.

MODULE TUTOR: Mr T Cox

SUBMISSION DETAILS: 8/3/18

Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?

Valuable outcome

Imagination



Original result

Purpose behind the activity

Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?

Are we thinking about the same thing?



NOT FOCUS

Entrepreneurship education



FOCUS

Enterprise education





Creativity

Are we thinking about the same thing?



FOCUS

Enterprise education

The process of equipping learners with an enhanced capacity to generate ideas and the skills to make them happen.





NOT FOCUS

Entrepreneurship education





equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business.

ut the same thing?



Enterprise education

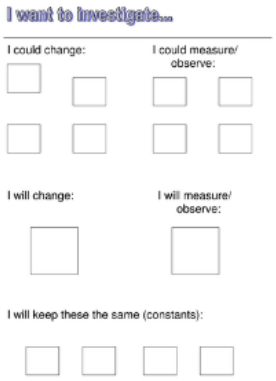


knowledge,
to apply these

The process of equipping learners with an enhanced capacity to generate ideas and the skills to make them happen.

What areas of learning could we develop children's ability to generate ideas?

Science



Design Technology







Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?

Is there one type of 'gogy'?



Pedagogy

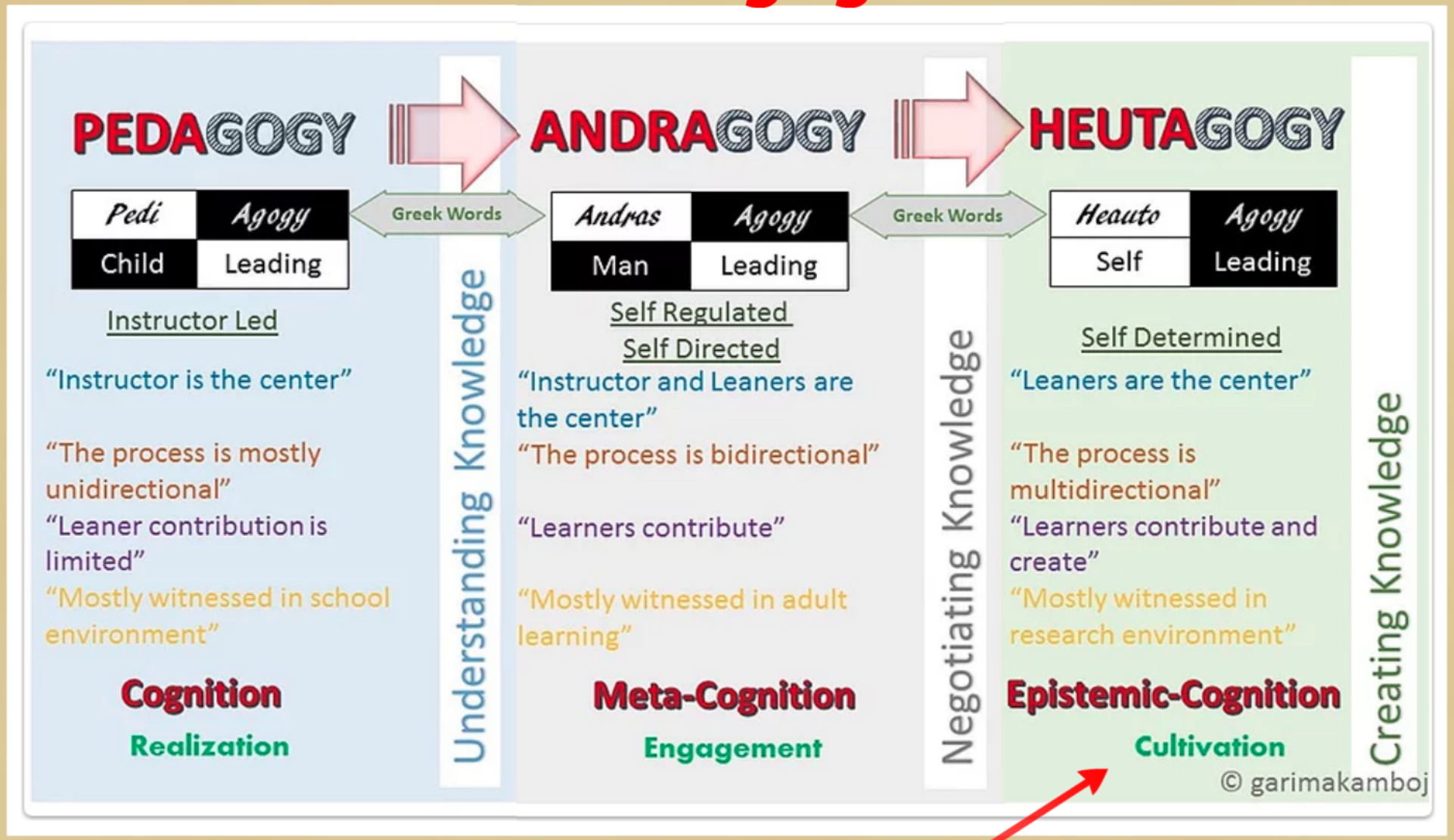
Andragogy

Heutagogy

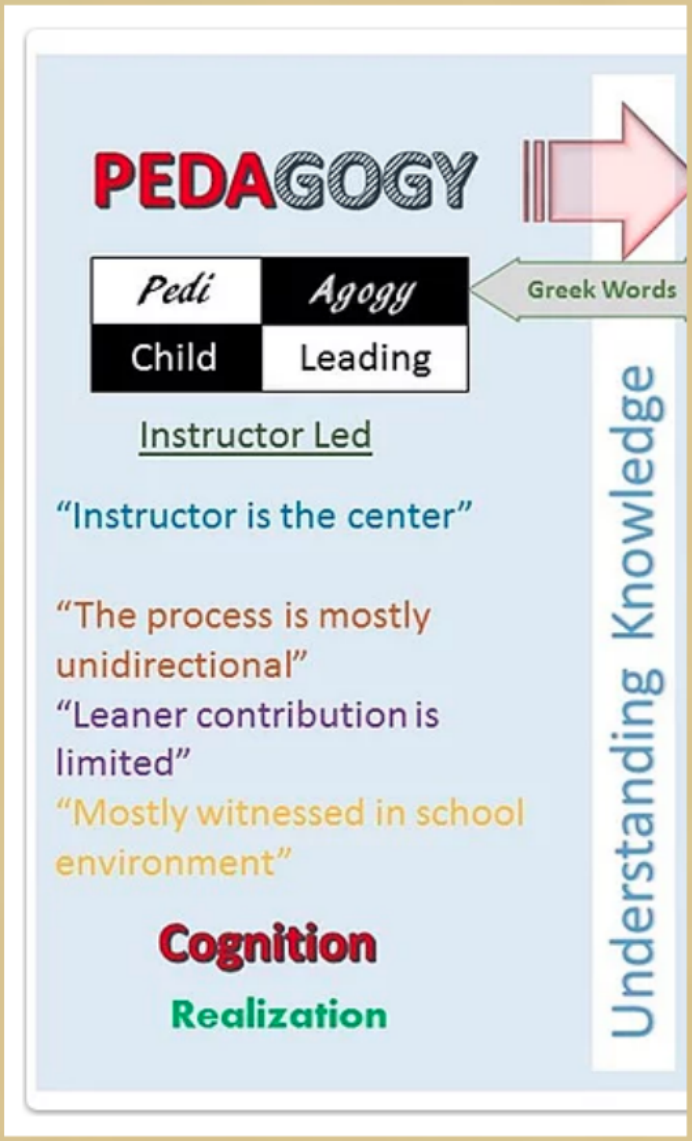
Let's take a closer look at da 'gogies'.



The 3 'gogies'



Creativity enables innovation



The learner is like a child.

They don't mind the control and regulation of the pedagogical environment. In fact, they need for many reasons, a controlled environment to study in.

Teacher in control of planning, evaluating, identification of needs and formulation of objectives.

Subject centered delivery of information.

Formal and authoritative climate.

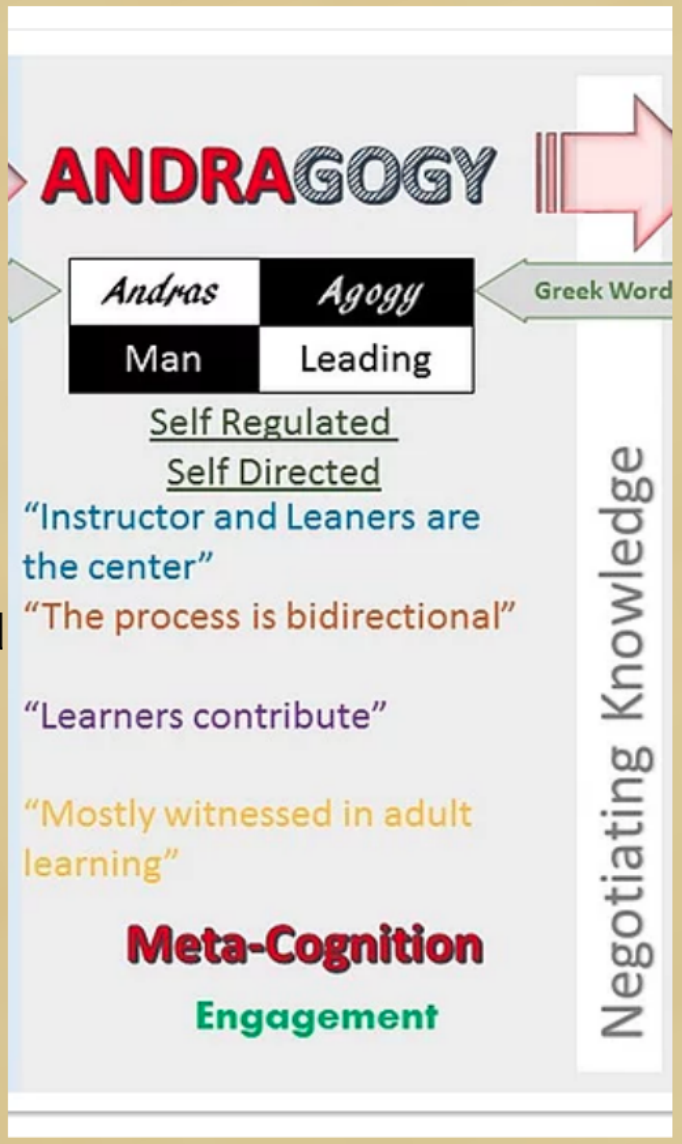
Not usually conducive to developing self-directed learning (Learner looks to teacher).

Learner prefers to take the responsibility of regulating himself.

They most likely want to be in the driver's seat in the learning process.

This leads to a less controlled learning environment where the educator and the learner exchange knowledge.

Climate of mutual respect and collaboration.



Planning, evaluating, identification of needs and objectives are negotiated.

Problem solving approach to the delivery of information.

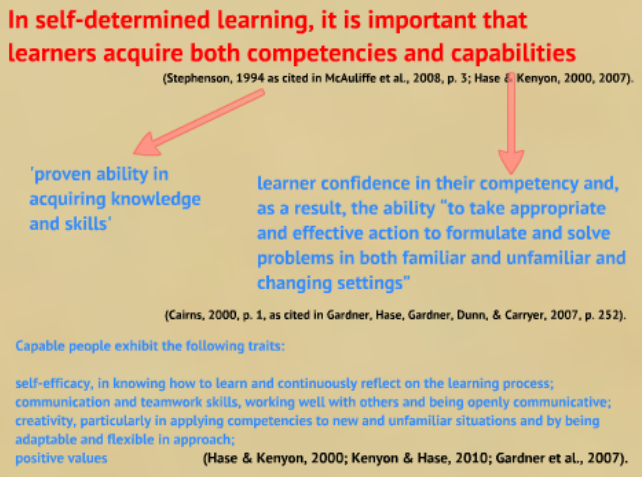


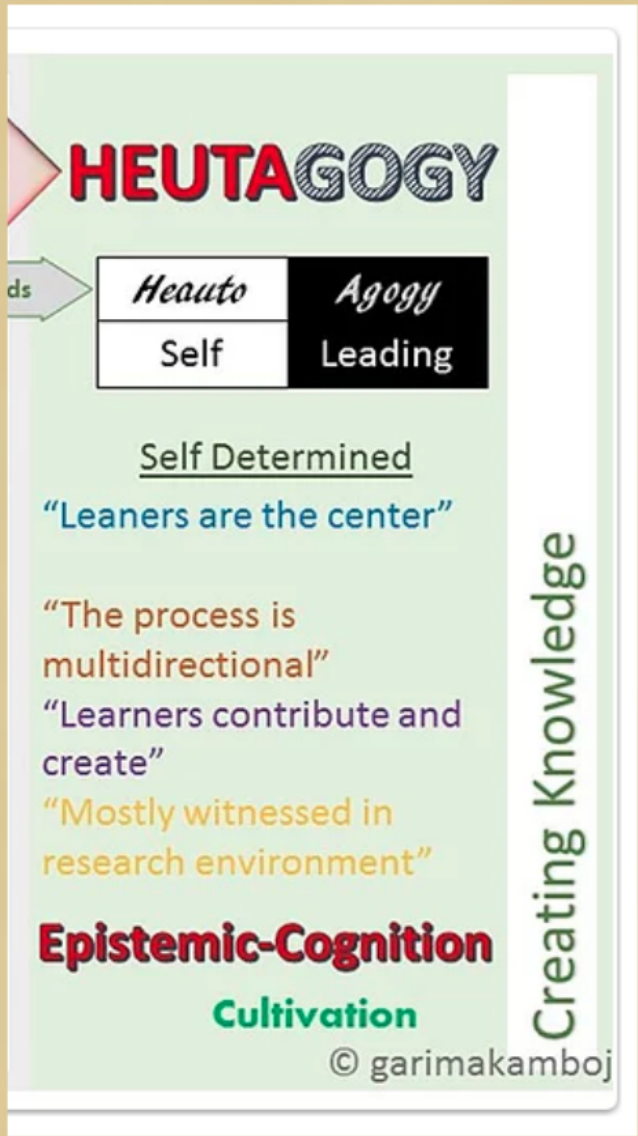
Malcolm Knowles

A completely different level of learning is attained when the learner becomes the leader.

They decide the direction, their motivation and their method.

They engage in an exploration of the context. They embark upon the journey of knowledge creation.





In self-determined learning, it is important that learners acquire both competencies and capabilities

(Stephenson, 1994 as cited in McAuliffe et al., 2008, p. 3; Hase & Kenyon, 2000, 2007).

'proven ability in acquiring knowledge and skills'

learner confidence in their competency and, as a result, the ability "to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings"

(Cairns, 2000, p. 1, as cited in Gardner, Hase, Gardner, Dunn, & Carryer, 2007, p. 252).

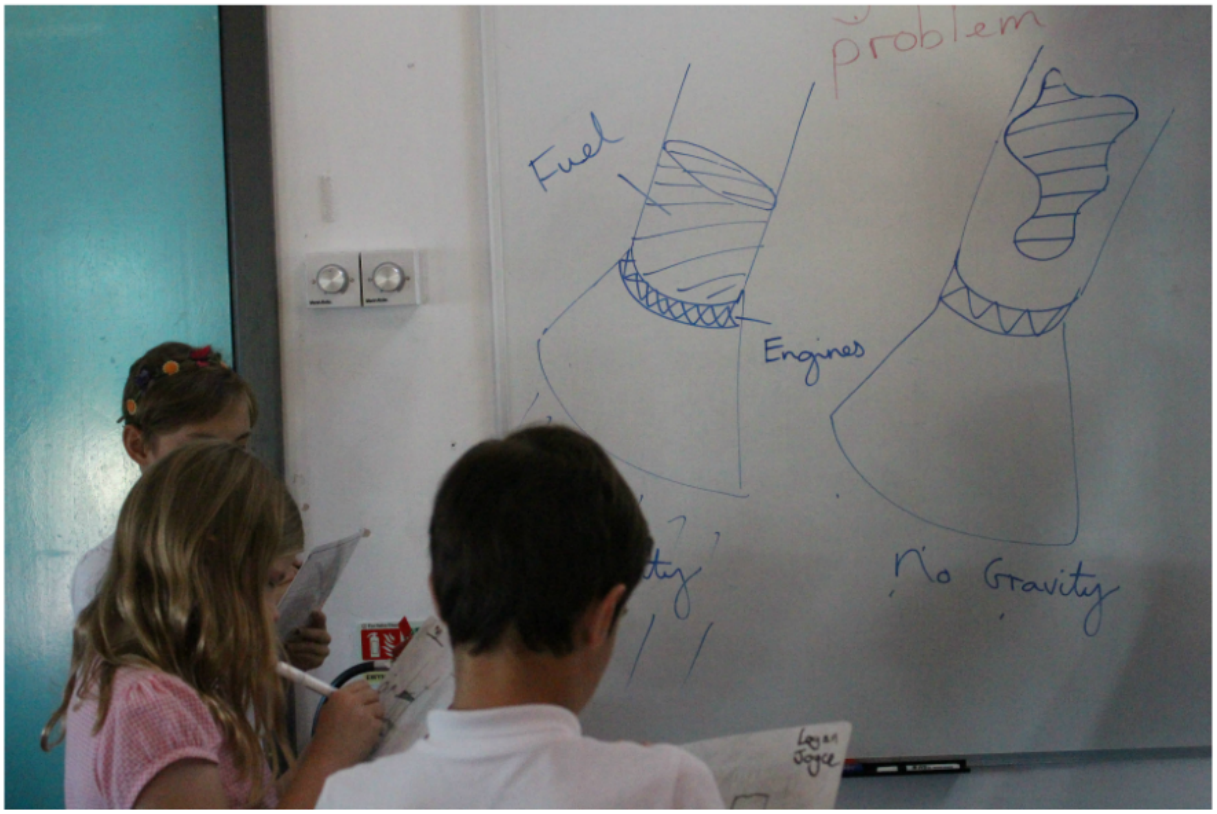
Capable people exhibit the following traits:

self-efficacy, in knowing how to learn and continuously reflect on the learning process;
communication and teamwork skills, working well with others and being openly communicative;
creativity, particularly in applying competencies to new and unfamiliar situations and by being adaptable and flexible in approach;
positive values

(Hase & Kenyon, 2000; Kenyon & Hase, 2010; Gardner et al., 2007).

Creative Game 2





Brainstorm individually first?

Productivity Loss in Brainstorming Groups: A Meta-Analytic Integration (or why group brainstorming is a bad idea)

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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

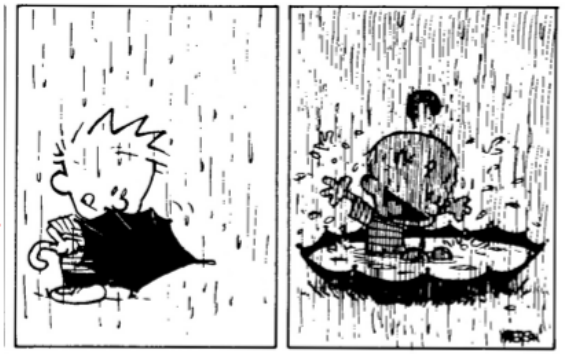
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So what does this all mean?



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