



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

Module Code ECAD6011

Module Title: Enterprising and Creative Teaching and Learning

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 6

FACULTY OF EDUCATION AND COMMUNITIES

2019-2020

1. Points of contact

If you need to discuss anything relating to the module contact:

t.cox@uwtsd.ac.uk

2. Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and Participate in all sessions

Please read the University Regulations for Students.

3. Aims and Learning Outcomes

AIM(S)

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

LEARNING OUTCOMES

Upon the successful completion of this module, the student 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.

4. Essential background reading

Recommended:

- Kinsella, V., Fautley, M. (2017) *Creativity – Getting it right in a week*, St Albans: Critical Publishing.
- Thorne, K. (2007) *Essential Creativity in the Classroom*, Abingdon: Routledge.
- Costa, A., Kallick, B. (2008) *Learning and Leading with Habits of Mind*, Virginia: ASCD.
- Duffy, B. (2000) *Supporting Creativity in the Primary Classroom*, Buckingham: Open University Press.
- Craft, A. (2000) *Creativity Across the Primary Curriculum*, Abingdon: Routledge.
- Wilson, A. (2010) *Creativity in Primary Education*, Exeter, Learning Matters Ltd.
- Fumoto, H., Robson, S., Greenfield, S. & Hargreaves, D. (2012) *Young Children's Creative Thinking*, London: SAGE Publications Ltd.
- Bridge, J., O'Neill, K. & Cromie, S. (2003) *Understanding Enterprise, Entrepreneurship & Small Business*, Basingstoke: Palgrave Macmillan.
- Pacansky-Brock, M. (2012) *Best Practices for Teaching with Emerging Technologies*, London: Routledge.
- November, A. (2012) *Empowering Students With Technology*, London: Corwin Press.
- Amabile, T. (1996) *Creativity in Context*, Boulder: Westview Press.
- Anderson, LW., Krathwohl, DR & Bloom, B. (2001) *A Taxonomy for Learning and Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Boston: Allyn & Bacon.
- Banaji, S., Burn, A. & Buckingham, D. (2006) *The Rhetorics of Creativity: A Review of the literature. A report for Creative Partnerships*, London: Arts Council England.
- Boden, M. (1990) *The Creative Mind: Myths and Mechanisms*, London: Cardinal.
- Cowley, S. (2005) *Letting the Buggers Be Creative*, London: Continuum.
- Craft, A. (2000) *Continuing Professional Development: A Practical Guide for Teachers and Schools*, London: Routledge.
- Craft, A. (2001) *An Analysis of Research and Literature on Creativity in Education*, London: Routledge.
- Craft, A., Cremin, T. & Burnard, P. (2008) *Creative Learning 3-11 and How We Document It*, Stoke-on-Trent: Trentham.
- Cropley, A. (2001) *Creativity in Education and Learning*, London: Kogan Page.
- Csikszentmihalyi, M. (1999) *Creativity: Flow and the Psychology of Discovery and Invention*, New York: HarperCollins.
- DeBono, E. (1985) *Six Thinking Hats: An Essential Approach to Business Management*, New York: Little, Brown and Company.
- Fautley, M. & Savage, J. (2007) *Creativity in Secondary Education*, Exeter: Learning Matters.
- Claxton, G., Chambers, M., Powell, G., and Lucas, B. (2011) *The Learning Powered School*, Bristol: TLO Ltd.
- Drucker, P.F. (2007) *Innovation & Entrepreneurship*, Oxford: Butterworth Heineman.
- Lowe, R. & Marriott, S. (2006) *Enterprise: Entrepreneurship and Innovation*, Oxford: Butterworth Heineman.
- Gardner, H. (2006) *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds*, Boston: Harvard Business School.
- Jeffery, B & Craft, A (2004) *Teaching Creatively and Teaching for Creativity: Distinctions and Relationships*, Educational Studies, 30: 77-87.
- N.A.C.C.C.E. (1999) *All our futures: creativity, culture and education*, London: DfEE.

- Beetlestone, F. (1998) *Creative children, imaginative teaching*, Buckingham: Open University Press.
- Craft, A., Dugal, J, Dyer, G, Jeffrey, B, & Lyons, T. (1997) *Can you teach creativity?*, Nottingham: Education Now.
- CLASP (2002) *Creative learning and student perspectives. A European Commission, Economic and Science Research Council and Open University research project*. Milton Keynes: The Open University.
- Craft, A. (2000) *Creativity across the primary curriculum: Framing and developing practice*, London: Routledge.
- Fryer, M. (1996) *Creative teaching and learning*, London: Paul Chapman.
- Jeffrey, B. and Woods, P. (2003) *The creative school: A framework for success, quality and effectiveness*, London: Routledge/Falmer.
- Shallcross, D. J. (1981), *Teaching creative behaviour: how to teach creativity to children of all ages*, NJ: Prentice Hall.
- Woods, P. (1995) *Creative Teachers in Primary Schools*, Buckingham: Open University Press.
- Woods, P. and Jeffrey, B. (1996) *Teachable moments: The art of creative teaching in primary school*, Buckingham: Open University Press.

5. Module summary

The module will provide you with a variety of experiences that will allow you to develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

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.

The order of these sessions may change according to circumstances and there will be overlap in the themes covered.

WEEK /SESSION/ TITLE	SESSION CONTENT	WHO / WHERE / WHEN
Session 1 Week 7 Tuesday 8 th Oct “What does this all mean?”	Session outlines the aims and objectives of the module. The assessments will be discussed and summary guidance given. The importance of 21 st Century skills will be highlighted and we shall define the difference between “Enterprise and Entrepreneurship”. Pedagogy, Andragogy and Heutagogy will be explored.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 7 Session 2 Tuesday 8 th Oct “Think like a five year old!”	Session content includes divergent and convergent thinking and how we can support this in school. Nasa and George Land's creativity test, how schools suppress creativity.	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07

Week 8 Session 3 Tuesday 15th Oct “So what’s blooming difference?”	Session includes discussion relating to the difference between ‘Teaching Creatively’ and ‘Teaching for Creativity.’ Introduction to 'Habits of Mind' through a 'Whole Brain Teaching' approach.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 8 Session 4 Tuesday 15th Oct “We don’t think of an idea...we find them!”	The session promotes discussion relating to 'we can FIND an idea' to aid teachers to move towards a creative teaching approach. Additional content includes the approaches used by the pop group OKGO.	2pm – 4pm Groups B &C Tom Cox TL04 2pm -4pm Group A Mathew Jones TL07
Week 9 Session 5 Tuesday 22nd Oct “SCAMPER your way to creative teaching”	This session provides content that promotes discussion relating to the candle challenge and SCAMPER to aid teachers to move towards a creative teaching approach. Additional content includes 'using the physical environment' and 'Myst'.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 9 Session 6 Tuesday 22nd Oct “Aaargh my Marshmallow!”	The session starts with a classic group practical creativity task that will frustrate and delight! The introduction of Tina Sellig’s innovation engine and principles behind developing children’s creativity.	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07
Week 10 Session 7 Tuesday 29th Oct ‘Ctre8tivity and Language’	A wonderful exploration of creativity in language. Dr. M. Hopwood	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 10 Session 8 Tuesday 29th Oct “Entre...what?”	Introducing the Entrecomp Framework	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07

Week 11 Session 9 Tuesday 5th Nov “Let the children decide!”	YnYs Tawes Primary School Pupil’s lead Learning Workshop – walkthrough of school approach.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 11 Session 10 Tuesday 5th Nov “What if...I won £150?”	This is the session where we all share our ‘What if’ ideas in a marketplace place activity of our posters. And the finalists are selected!	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07
Week 12 Session 11 Tuesday 12th Nov “Ok Coxy / Jonesy...how do I get a good mark?”	Detailed Assessment Guidance	9am - 11am Groups B & C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 12 Session 12 Tuesday 12th Nov “So what are schools really doing to develop creativity?”	Schools approaches to creativity - Guest speakers from across the Partnership.	9am -11am Group A Mathew Jones TL07 11am -1pm Groups B &C Tom Cox TL011
Week 13 Session 13 Tuesday 19th Nov “Want them to be creative? Then plan to make them fail!”	This is a session like no other...come with me into a different kind of classroom and experience the ‘Escape Room’!	Tom Cox CJ5 ONLY 3A = 23 students (4 groups) Group 1 – 9:00am – 10:30am Group 2 – 10:30am – 12:00pm Group 3 – 12:00pm – 1:30pm Group 4 – 1:30pm – 3:00pm
Week 14 Session 13 Tuesday 26th Nov “Want them to be creative? Then plan to make them fail!”	This is a session like no other...come with me into a different kind of classroom and experience the ‘Escape Room’!	Tom Cox CJ5 ONLY 3B = 28 students (5 groups) Group 5 – 9:00am – 10:30am Group 6 – 10:30am – 12:00pm Group 7 – 12:00pm – 1:30pm Group 8 – 1:30pm – 3:00pm Group 9 – 3:00pm – 4:30pm

Wednesday 27 th Nov “Want them to be creative? Then plan to make them fail!”	This is a session like no other...come with me into a different kind of classroom and experience the ‘Escape Room’!	Tom Cox CJ5 ONLY 3C = 21 students (4 groups) Group 10 – 9:00am – 10:30am Group 11 – 10:30am – 12:00pm Group 12 – 12:00pm – 1:30pm Group 13 – 1:30pm – 3:00pm
--	---	---

6. Assessment tasks and guidance

LEVEL 6

SEMESTER 1/2

MODULE CODE: ECAD6011

Enterprising and Creative Teaching and Learning

ASSESSMENT TYPE: ASSIGNMENT

ASSESSMENT/COMPONENT: 1

COMPONENT WEIGHTING: 100%

WORD COUNT: 5000 WORDS

Assignment Title:

Utilising the Entrecomp Framework, critically evaluate your own creativity and enterprise skills and consider how you might be able to develop the creative and enterprising skills of primary learners through your own pedagogy.

SUBMISSION DETAILS: 13/1/20

Detailed assessment guidance can be found on the module Moodle page.