



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

ECDE7005

Education for Creativity and Innovation

Doctorate in Education (Ed D)

LEVEL 7

Yr Athrofa: Institute of Education

2018-2019

Module Team

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

- Make good use of the University facilities and resources
- Attend, prepare and participate in sessions
- Be self-directed and more independent learners
- Manage your time and work to meet assignment deadlines

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

All written assignments, apart from examination papers must be submitted electronically via TURNITIN.

Module Aims and Outcomes

This option module provides an insight into the role of Creativity and Innovation.

The module will design and reflect on a range of teaching strategies related to developing creativity and innovation in our learners, examining learner's personal skills attributes and behaviours from an entrepreneurial perspective. The module also examines the assessment of creativity and innovation, allowing participants to explore a variety of support mechanisms to enable the assessment to take place.

There will be opportunities to explore and understand entrepreneurship, enterprise and its development, and impact in an educational context, developing insight and self-efficacy for opportunity/idea generation

Participants of the module are encouraged to explore and apply entrepreneurial pedagogies including innovative teaching strategies, techniques and skills, and their application in the delivery of entrepreneurial education, convergent and divergent thinking and Creative thinking and the establishment of creative learning environments

AIM(S)

- To develop a conceptual knowledge and critically considered understanding of teaching methodologies that enhance creative and innovative capacity in learners.
- To demonstrate the use of creativity-based support and evaluation methods within teaching proposals, including critical reflection on the use of appropriate tools as an adjunct to traditional teaching methods.

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 or suppress the development of creative thinking and articulate this judgement.
- Devise, justify and critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative capacities.
- Devise, justify and critically reflect on assessment strategies that support learner development related to creativity and innovation.

Session Details

This module has a total of 30 hours scheduled learning and 270 hours of independent learning. There are two days where participants and the module team work together and a programme of weekly webinars/tutorials to provide the remaining scheduled learning sessions and to support individuals and groups of participants.

The pedagogical approaches are designed to demonstrate, as far as possible, learning approaches that are conducive to developing and enhancing creative capacity in learners.

Note: you will be expected to undertake predominantly post session reading, as the theory follows practice and discussion. You will be advised of this material during each session and via moodle.

Indicative content

- Convergent and divergent thinking: the roles of creative and critical learning environments.
- Insightful and analytical thinking: distinctions and their impact on learning.
- Stand back or stand forward: the role of the educator when developing 'wicked questions / solutions' and scenario-driven enquiry.
- Pedagogy Andragogy and Heutagogy: Distinctions and implications for practice.
- Performance evaluation and assessment: how do we measure success?

Module Framework:

Week		Focus and outcome	Assignment
1	13/10/18 (Sat)	First face-to-face day. Setting the scene and exploring the issues from a global and national perspective. Experiencing the learner and educator perspectives and thinking about theory. Morphology exercise and debate on value creation / first steps towards Donaldson's 'creative enterprising contributors'.	
2	17/10/18 (Wed)	Inside your head, introduction to cognition research, facts, findings and the notion of creative destruction.	
3	26/10/18 (Fri)	Premature articulation – avoiding the obvious answers and considering the concepts of divergent production.	
4	29/10/18 (Mon)	The notion of unlearning, a forgotten goal? Cognitive overloading and learning issues.	
5	9/11/18 (Fri)	Getting real, emotional constructs and practical classroom considerations. Structuring and preparing your first 5 minute video.	
6	15/11/18 (Thurs)	Constructive misalignment – expecting the unexpected and preparing for learner-based innovation	
7	22/11/18 (Thurs)	Getting somewhere, understanding and mapping learning progression.	
8	4/12/18 (Tues)	Gains, pains and planning – fine tuning & tutorial discussions	
9	8/12/18 (Sat)	Face to face day 2. Sharing experiences and challenges – through presentations of five minute videos (Assessment Component 2). Introducing Intellectual Property considerations.	Five minute video to peer group (Component 2 contribution)
10	12/12/18	Where have we been and where are we going? Concluding messages and tutorials.	
	31/1/19	Submission of final assignments	Component 1 (4,000 words) Component 2 (1,500 words)

Details of Assessment

ASSESSMENT

Assessment Component 1 – 50%

Written (4,000 words).

Recent research in cognitive neurology suggests that the learning brain state is dependent on the situational / emotional context of the learner. Critically consider how these understandings could impact on your approach to preparing or managing a learning situation and justify the practical measures you would wish to implement / see implemented.

Assessment Component 2 – 50%

Written & Practical (Final version of 5 minute video and 1,500 words).

Prepare a proposal for a series of iterative tasks that would enable you to develop and evaluate learner performance in creativity and innovation. Prototype version to be presented to peers in a five minute video for feedback (Week 9). Provide an executive summary that is critically supported by key points and potential challenges for assessment.

Key Reading

Classification	Reading List entry	Electronic *
Essential	Penaluna, A., Penaluna, K & Diago, I. <i>The Role of Creativity in Entrepreneurship Education</i> . Chapter 13, "Handbook of Research on Entrepreneurship and Creativity" Sternberg, R & Krauss, G. (Eds) Cheltenham / Northampton MA: Edward Elgar Publishing Limited (Supplied on Moodle)	☒ *
Essential	Csikszentmihaly M (2013) <i>Creativity Flow and the Psychology of Discovery and Invention</i> . New York: HarpurCollins	☒
Essential	Baigalupo, B, Kampylis, P, Punie, Y & Van den Brande, G (2016) <i>EntreComp: The Entrepreneurship Competence Framework</i> . Seville: EU Joint Research Centre. Accessed at: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf	☒ *
Essential	Anderson, S, Culkin, N, Penaluna, A & Smith, K (2014) <i>An Education System Fit for an Entrepreneur – Fifth Report of the All Party Parliamentary Group for Micro Businesses</i> . London: Stationery Office. Accessed at: https://www.enterprise.ac.uk/wp-content/uploads/2018/04/APPG-Final-Report-An-Education-System-Fit-for-an-Entrepreneur.pdf	☒ *

Further	QAA (2018) <i>Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers</i> . Gloucester: Quality Assurance Agency for Higher Education. Accessed at: https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981_8	☒ *
Further	Creativity and Human Development Journal. Accessed at: https://www.creativityjournal.net	☐ *
Further	Creative Academic Magazine. Accessed at: http://www.creativeacademic.uk/magazine.html	☐ *
Further	Runco M (2014) <i>Creativity: Theories and Themes: Research Development and Practice</i> . London: Academic Press / Elsevier	
Further	Kounios J & Beeman M (2016) <i>The Eureka Factor: Creative Insights and the Brain</i> . London: Penguin Random House	
Further	Thinking Skills and Creativity, Elsevier. Accessed at: http://www.journals.elsevier.com/thinking-skills-and-creativity	☐ *
Further	The Journal of Creative Behaviour, Wiley Online Library. Accessed at: http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)2162-6057	☐ *
Further	Creativity Research Journal, Taylor and Francis Online. Accessed at: http://www.tandfonline.com/loi/hcrl20	☒ *
Further - web	From Creativity to Initiative: Building Entrepreneurial Competencies in Schools. Entrepreneurship360 Guidance notes for policy makers. Accessed at: http://www.oecd.org/cfe/leed/E360-guidance-note-policy-makers.pdf	☒ *

Further - web	OECD360 (OECD LEED & European Commission DG Education and Culture) From Creativity to Initiative: Building Entrepreneurial Competencies in Schools. Accessed at: http://www.oecd.org/employment/leed/E360_guidance-note_teachers.pdf	*
Further	International Journal of Educational Research Elsevier. Accessed at: https://www.journals.elsevier.com/international-journal-of-educational-research/	☒ *
Further	Cambridge Journal of Education. Taylor and Francis. Accessed at: http://www.tandfonline.com/toc/ccje20/current	☒ *
Further	American Educational Research Journal. Sage Journals. Accessed at: http://aer.sagepub.com	☒ *
Further	Deans for Impact. <i>The Science of Learning</i> . Austin, TX: Deans for Impact, 2015. Accessed at: www.deansforimpact.org/pdfs/The_Science_of_Learning.pdf	☒ *
Further	OECD Education Policy Outlook 2015, <i>Making Reforms Happen</i> . Accessed at: http://www.oecd.org/education/education-policy-outlook-2015-9789264225442-en.htm	☒ *
Further	Programme for International Student Assessment. Accessed at: https://www.oecd.org/pisa/	☒ *
Further	RSA Cities of Learning. Accessed at: https://www.thersa.org/action-and-research/rsa-projects/creative-learning-and-development-folder/cities-of-learning	☒ *
Further	Scottish Government. <i>National Improvement Framework for Scottish Education - achieving excellence and equity</i> . 2016. Accessed at: http://www.gov.scot/Publications/2016/01/8314	☒ *