WBT - part 1
Class, class...yes, yes!
+ scoreboard

WBT - 'Teach - OK!"
part 2  As teach Bs

WBT - part 3
Bs teach As
Gestures!

WBT - part 4
"Switch"







OK GO - Upside Down and Inside out



OK GO - Here it goes again



OK GO - Needing Getting



OK GO - The writings on the wall



OK GO - The writings on the wall









What
Where are the sandboxes in school?





# TEACHING:



SOME DAYS YOU CHANGE THE WORLD. OTHER DAYS, YOU END UP HIDING UNDER YOUR DESK EATING THE LEFTOVER SKITTLES FROM A MATH LESSON THAT WAS GOOD ON PAPER.

WWW.BLAIRTURNER.COM

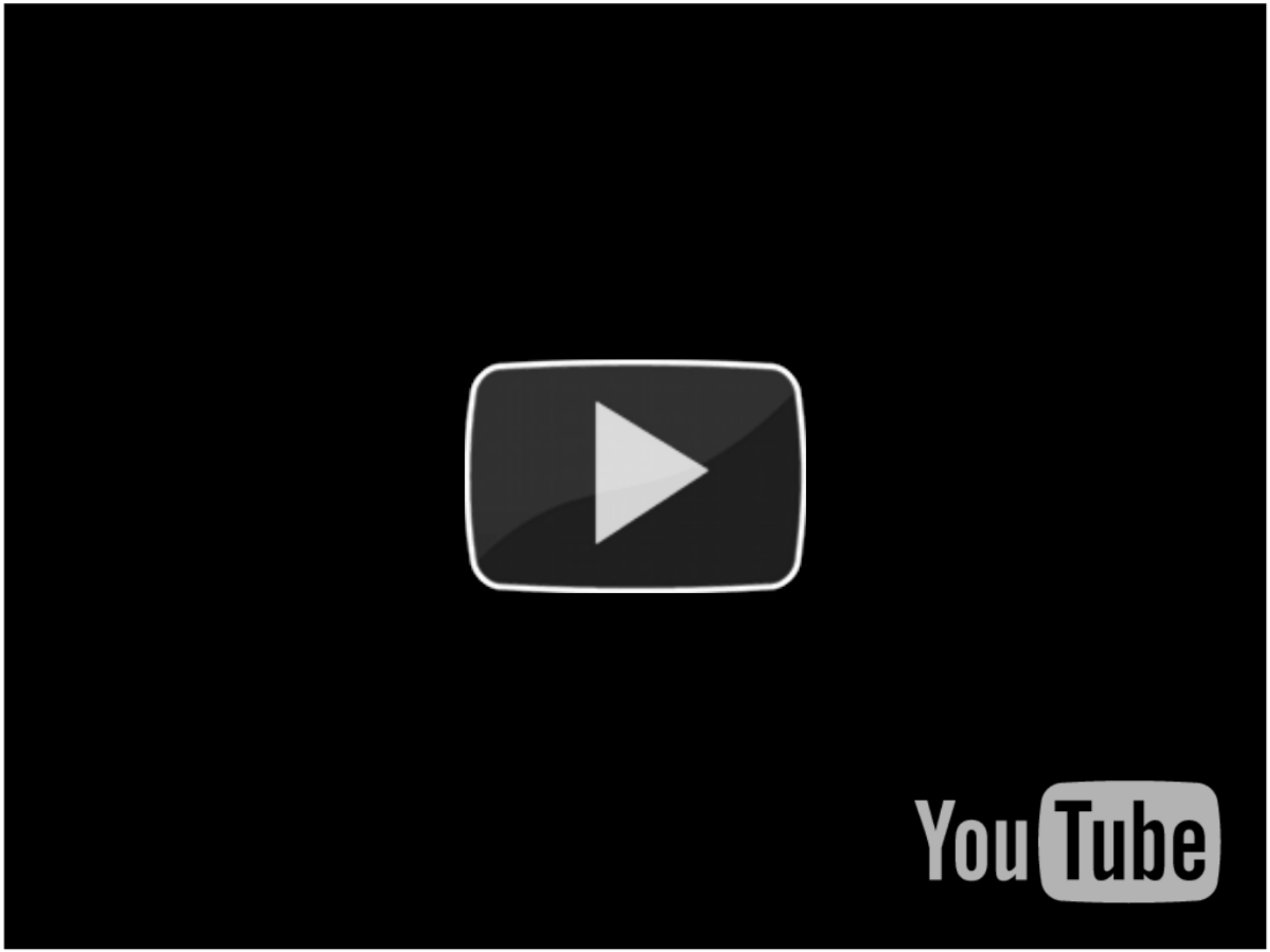
# *OK GO - Here it goes again*



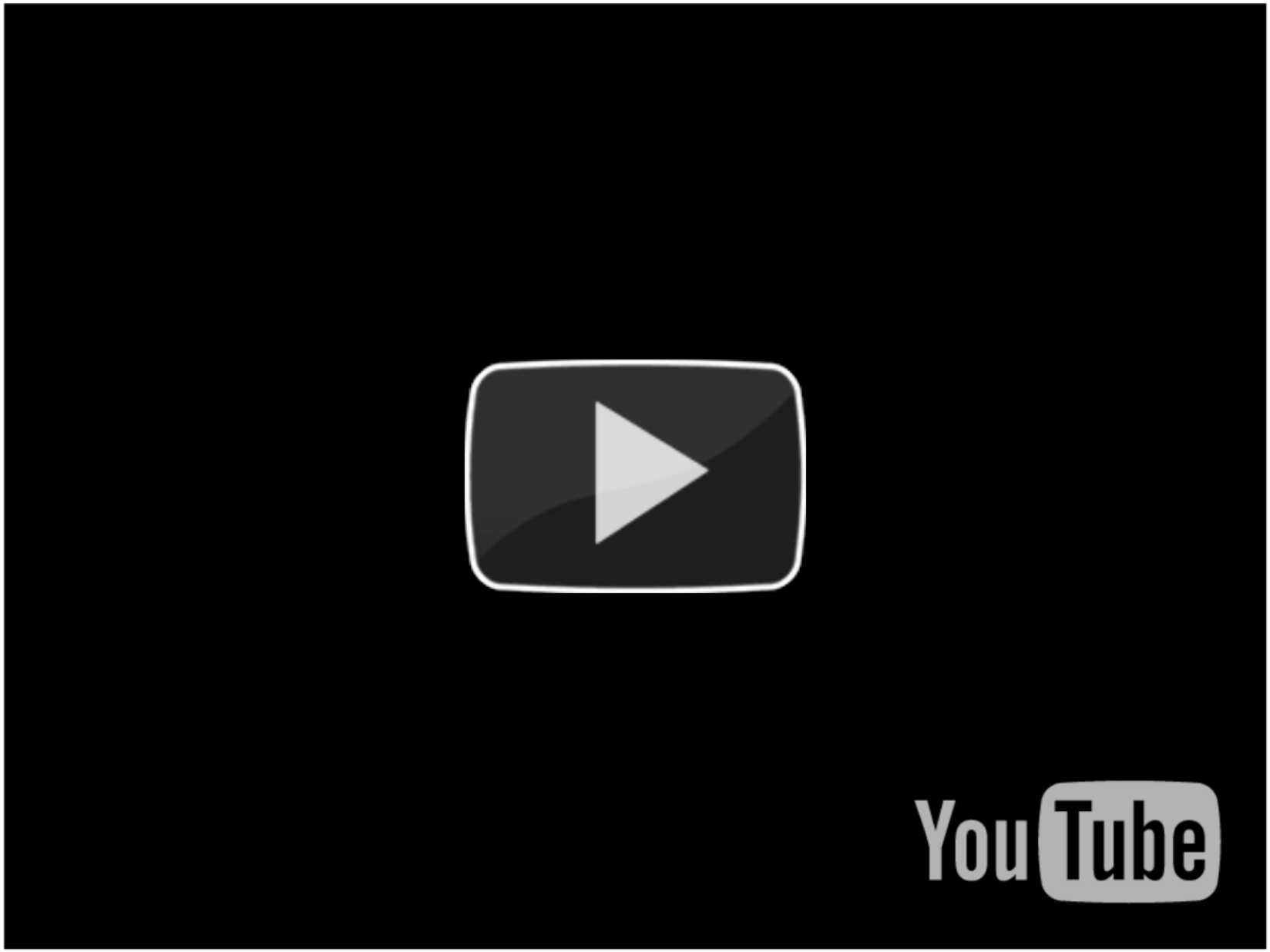
# *OK GO - Needing Getting*



# *OK GO - The writings on the wall*



# *OK GO - The writings on the wall*



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

# ECAD6004

# Teaching Creatively...How on Earth do I start?

*A simple strategy to kick start your creative teaching.*

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

## Emoji Exit Ticket

Circle the Emoji(s) that reflects how you got on today in the lesson. Explain your reasons why…

I chose this Emoji because .....

.....

.....






The Candle Problem was posthumously published by Karl Duncker in 1945







# Have a go?



Duncker noted that this problem requires participants to overcome their tendency for

"functional fixedness."

He described that as a "mental block" against using an object in a new way that is required to solve a problem.


APPS
firefly
fireflylearning.com





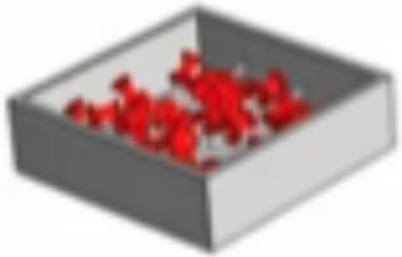




?

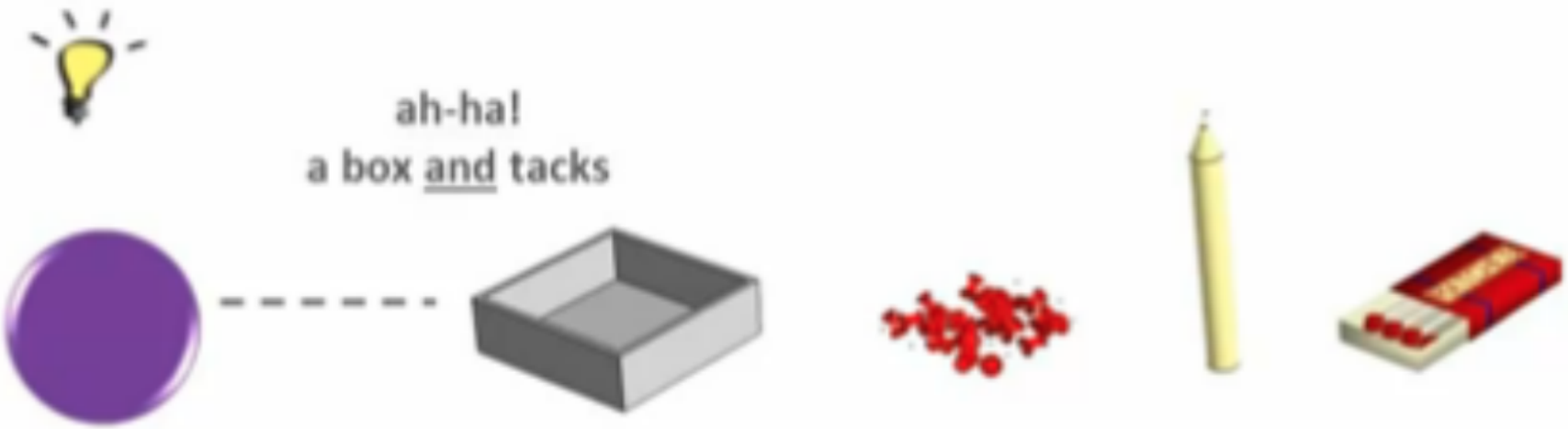
hmm...
a box of tacks

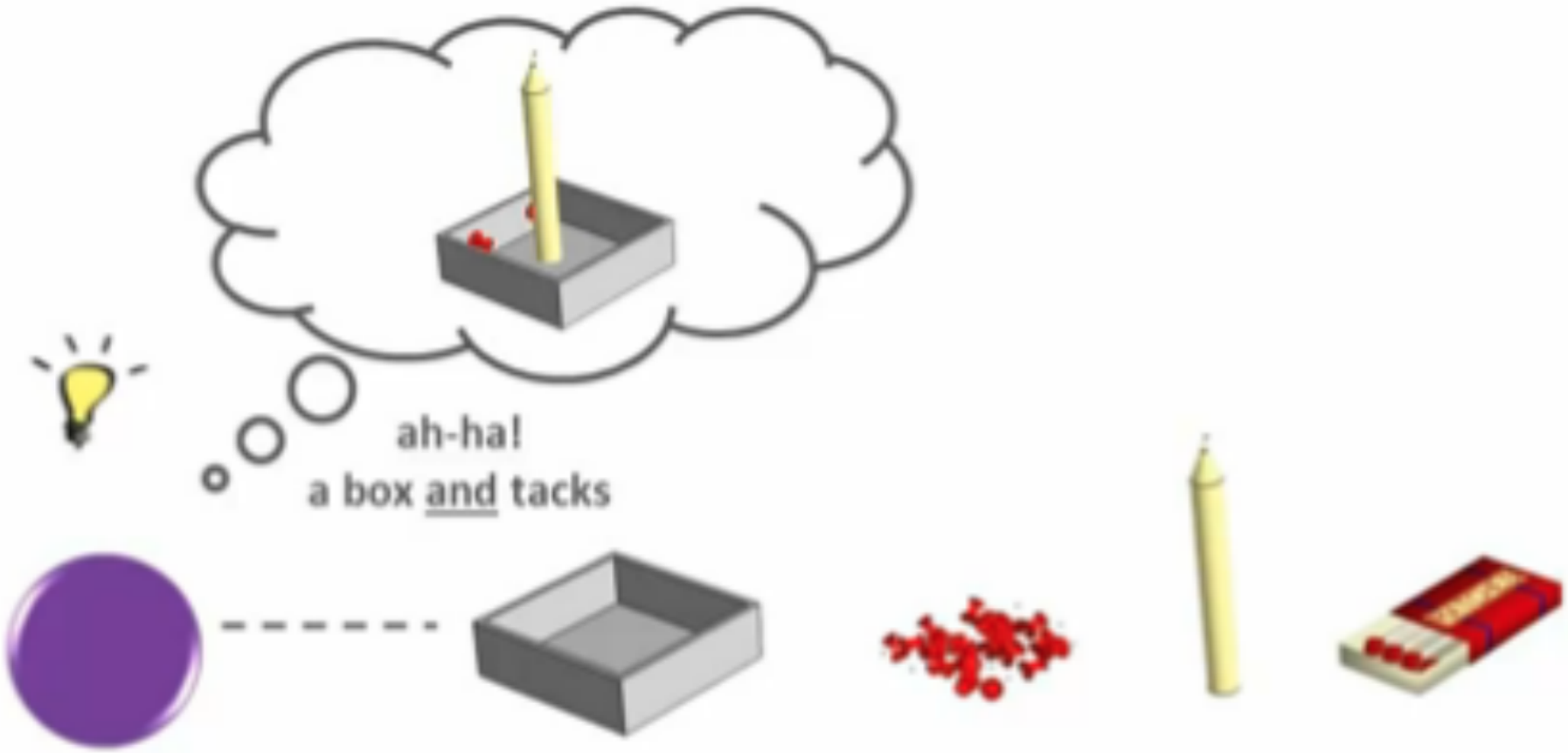


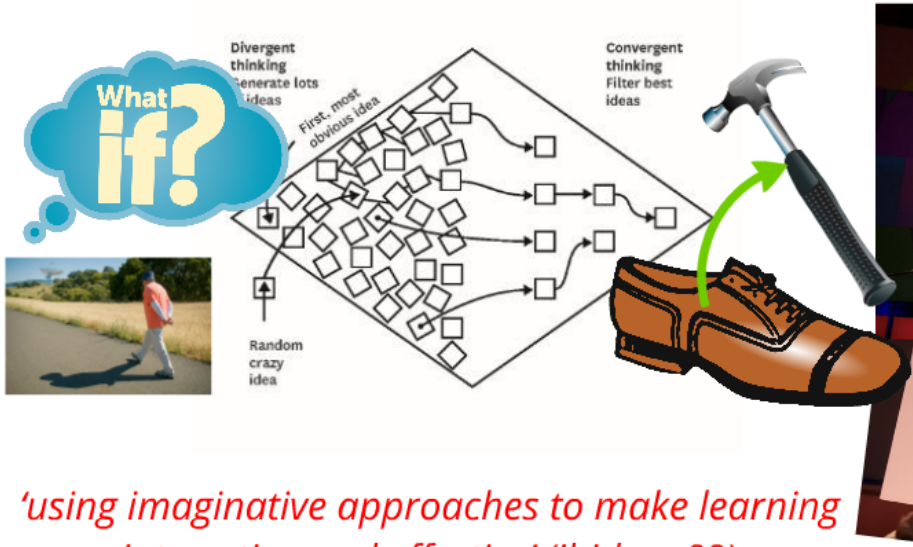







ah-ha!
a box and tacks


ah-ha!
a box and tacks




# Teaching Creatively

National Advisory Committee on Creative and Cultural Education (NACCCE, 1999)

N.A.C.C.C.E. (1999) All our futures: creativity, culture and education (London, DfEE).

*'using imaginative approaches to make learning more interesting and effective' (ibid. p. 89).*



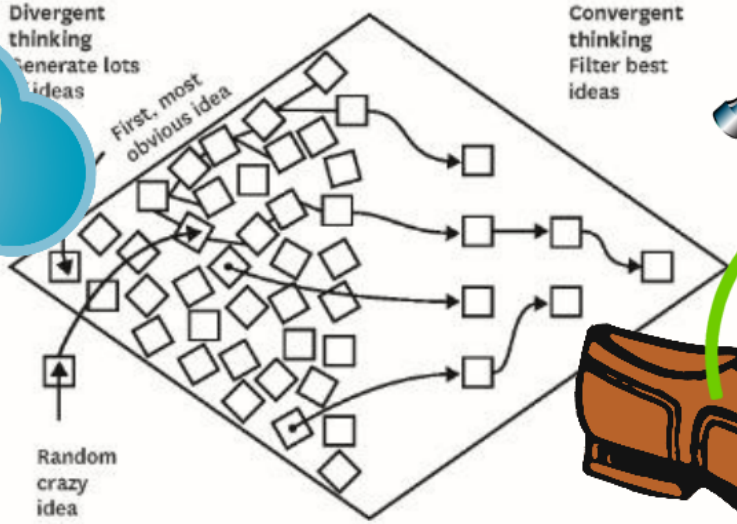

I really want to Tom...but I don't know where to begin?

# Teaching for Creativity

*Forms of teaching that are intended to develop young peoples own creative thinking or behaviour.*





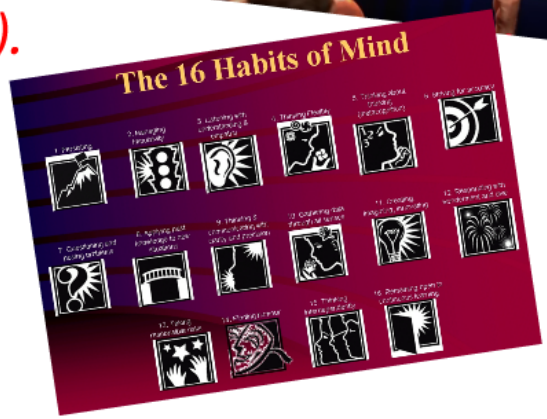









*'using imaginative approaches to make learning more interesting and effective' (ibid. p. 89).*

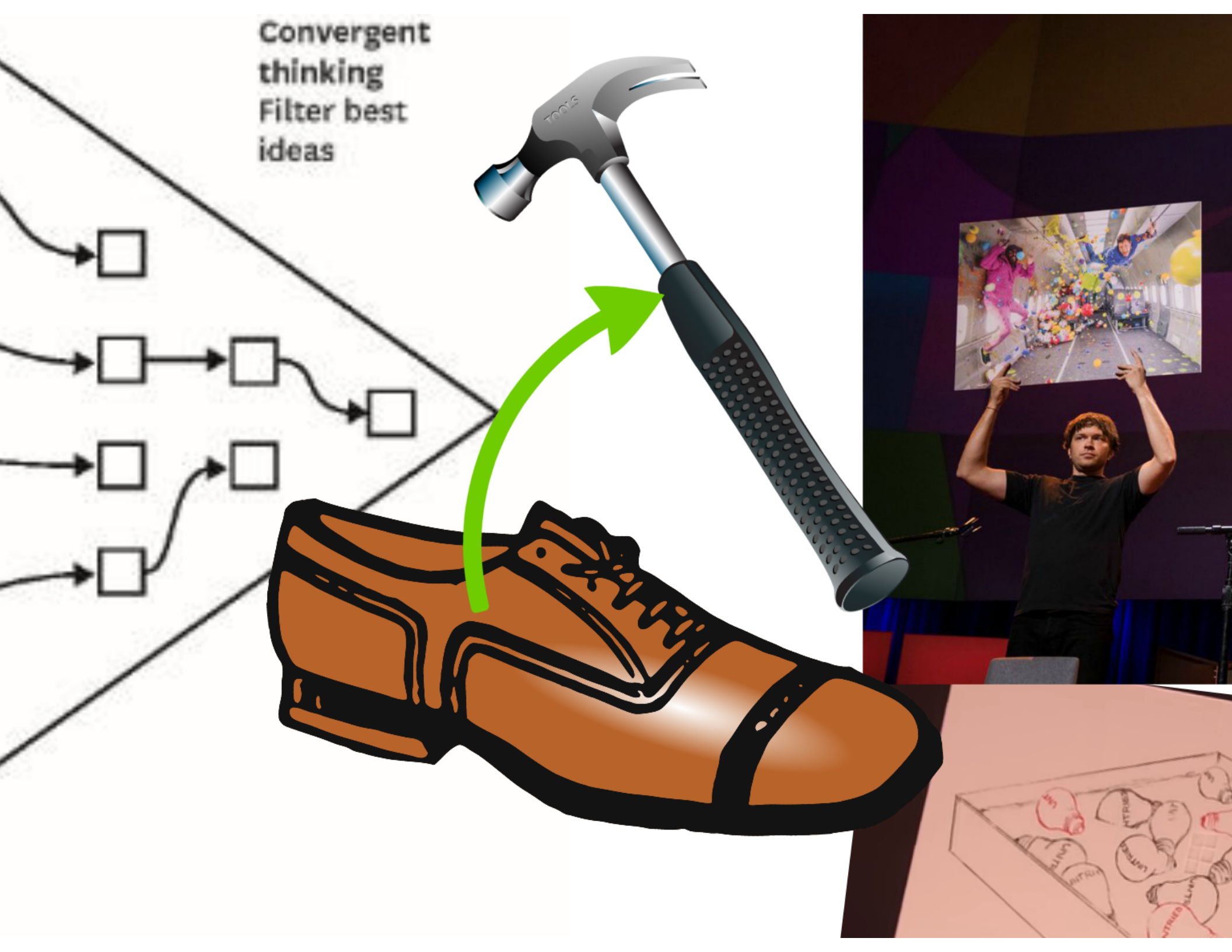


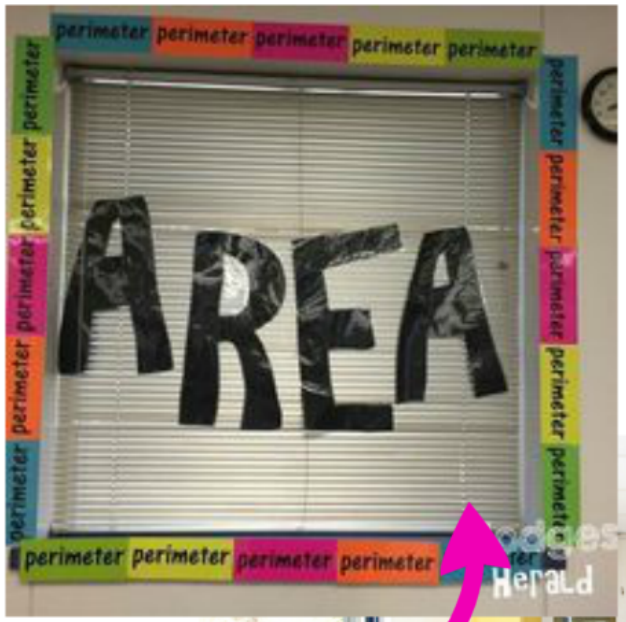


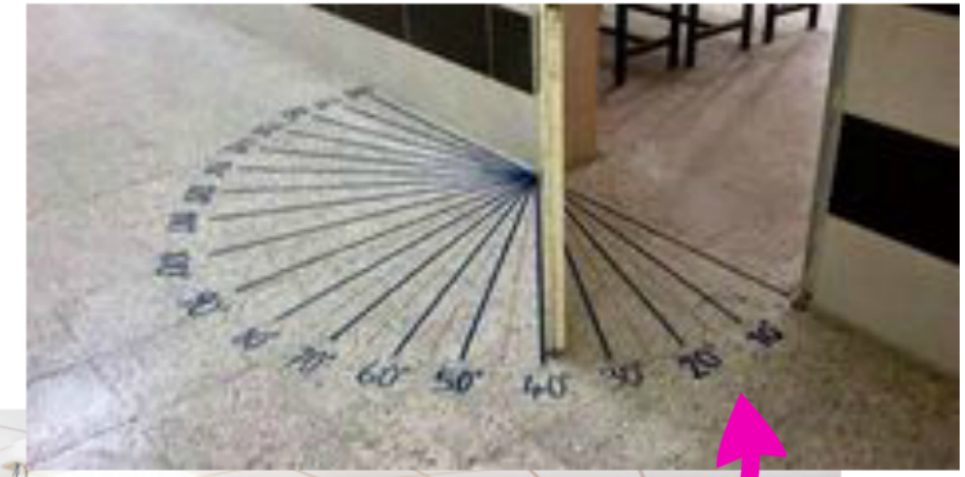

I really want to Tom...but I don't know where to begin?

*Forms of teaching that are intended to develop young peoples own creative thinking or behaviour*

*What am I NOT doing?*


Convergent
thinking
Filter best
ideas



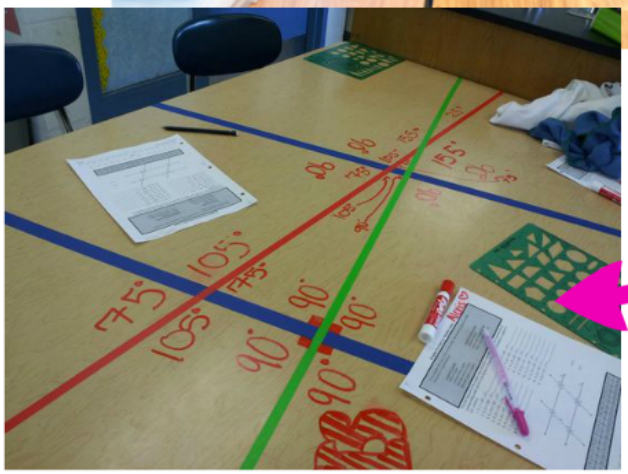


2

4

1

3





# Maths

# Pick a subject/ area of learning...how could you use the physical classroom environment differently to teach creatively?



*Listen.*



*What might have they done in their video?*








energy powers future motion
Voltaic
"It is coming back to me. Slowly. The knowledge of who I am. How long I have been trapped here."
- Saavedro's J'nanin Journal
VOLTAIC

energy powers future motion

Voltaic











*"It is coming back to me. Slowly. The knowledge of who I am. How long I have been trapped here."*

- Saavedro's J'nanin Journal










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**C**ombine



**A**dapt





**M**odify/Distort



**P**ut to other purposes



**E**liminate



**R**earrange/reverse

**more accurate to call SCAMPER a mnemonic for the collection of techniques rather than a technique of its own.**

**Bob Eberle**


HARDENED
WORD LOCK
SPELL
WORDS
BETTY
LAGER
WORDLOCK
PS
AO
CO
KN



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S MC 197



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**Bob Eberle**



Minify



magnify



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**E**liminate



**R**earrange/reverse

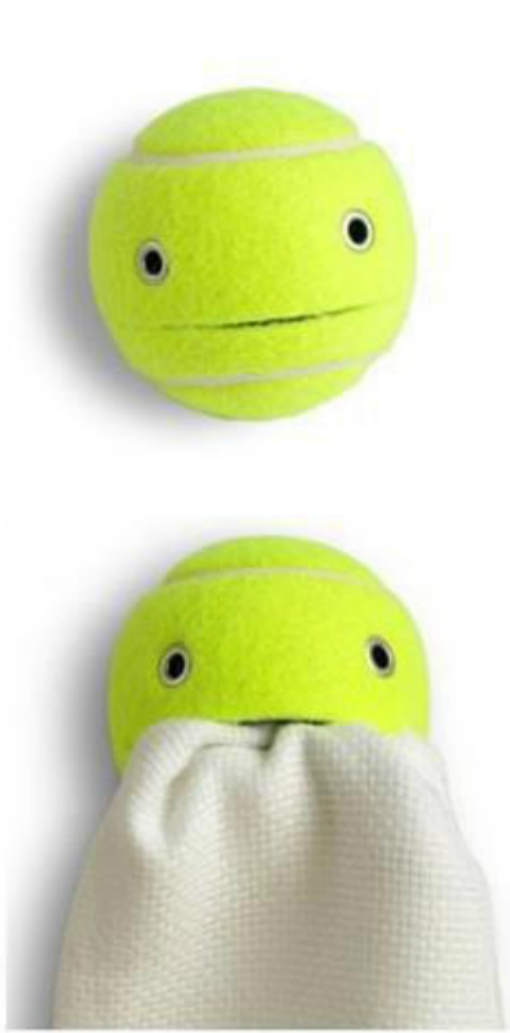
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**Bob Eberle**


Panasonic
Panasonic
1234567890
MENU
TALK
VOL.
REDIAL
CID
OFF
1 &'(
2 ABC
3 DEF
4 GHI
5 JKL
6 MNO
7 PQRS
8 TUV
9 WXYZ
* A↔a
0
#
SP-PHONE
INTERCOM
RECALL
ECO
ERASE
VOLUME
ANSWER ON/OFF
PLAY/STOP



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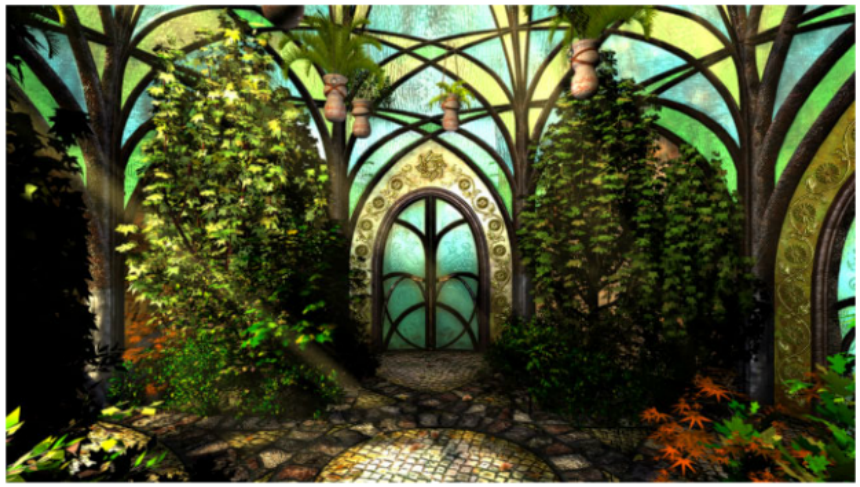
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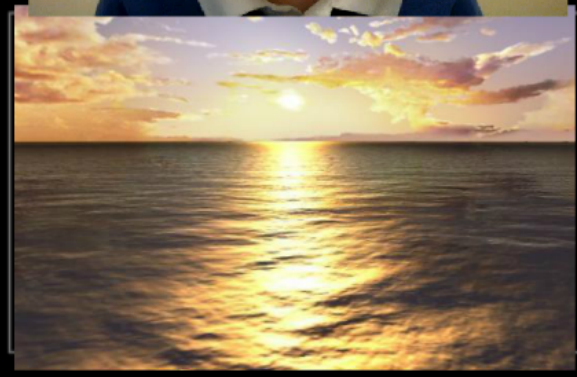


balanced systems stimulate civilizations

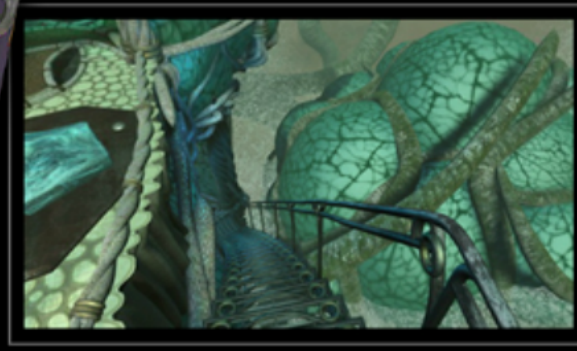
# Narayan











*"And even though the barrier kept me locked inside,*
*I knew. I knew the Lattice Tree had died."*

- Saavedro's J'nanin Journal






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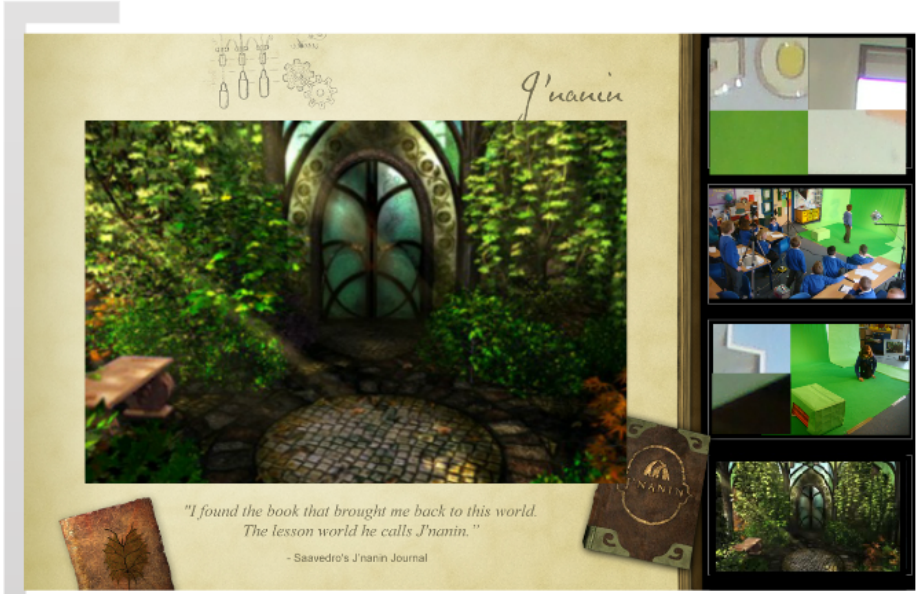
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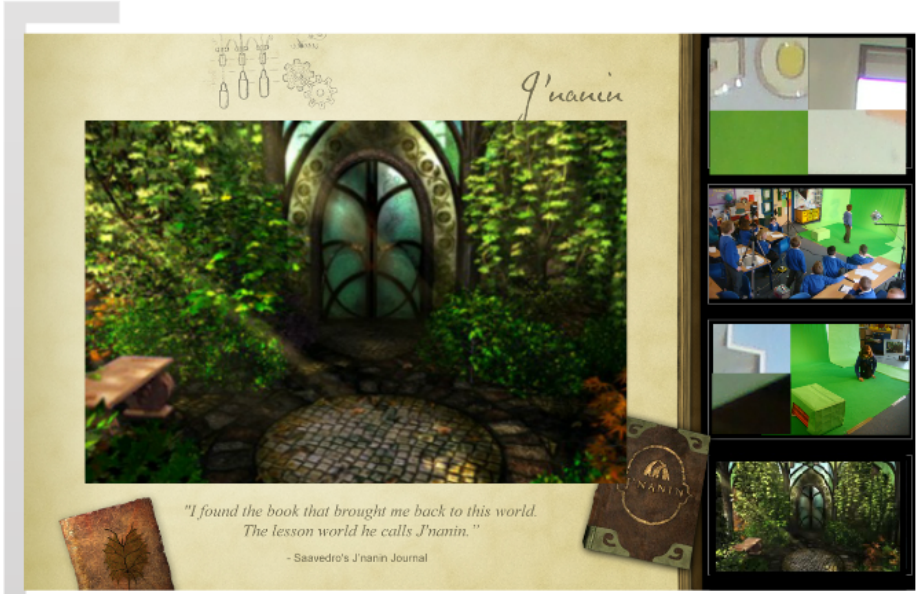
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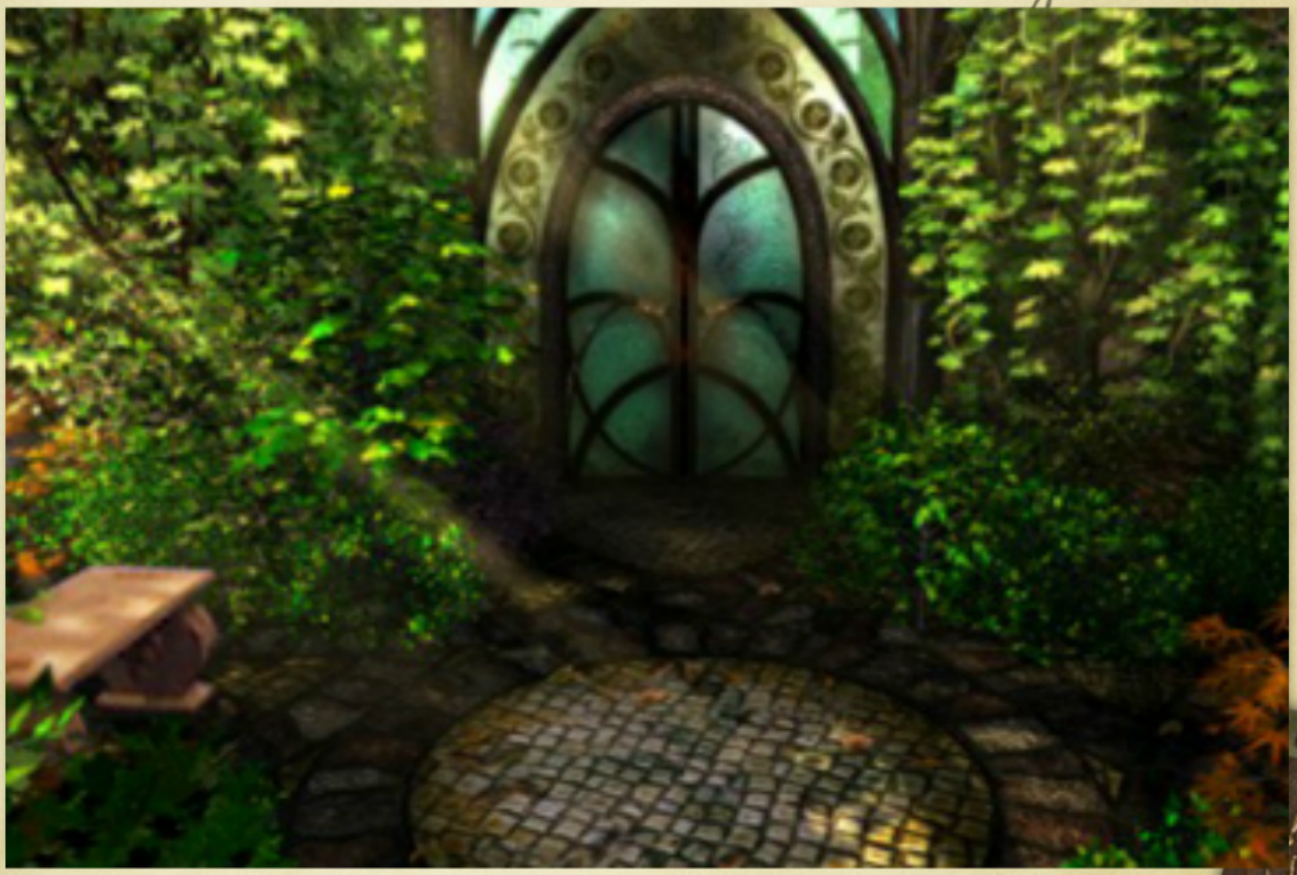
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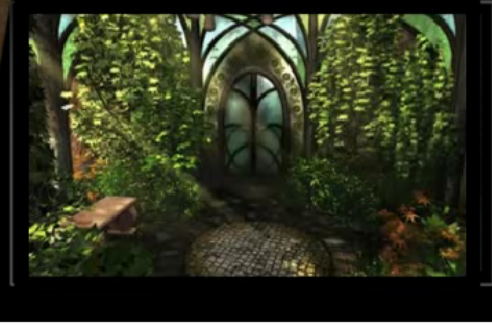

J'nanin
















*"I found the book that brought me back to this world.*
*The lesson world he calls J'nanin."*

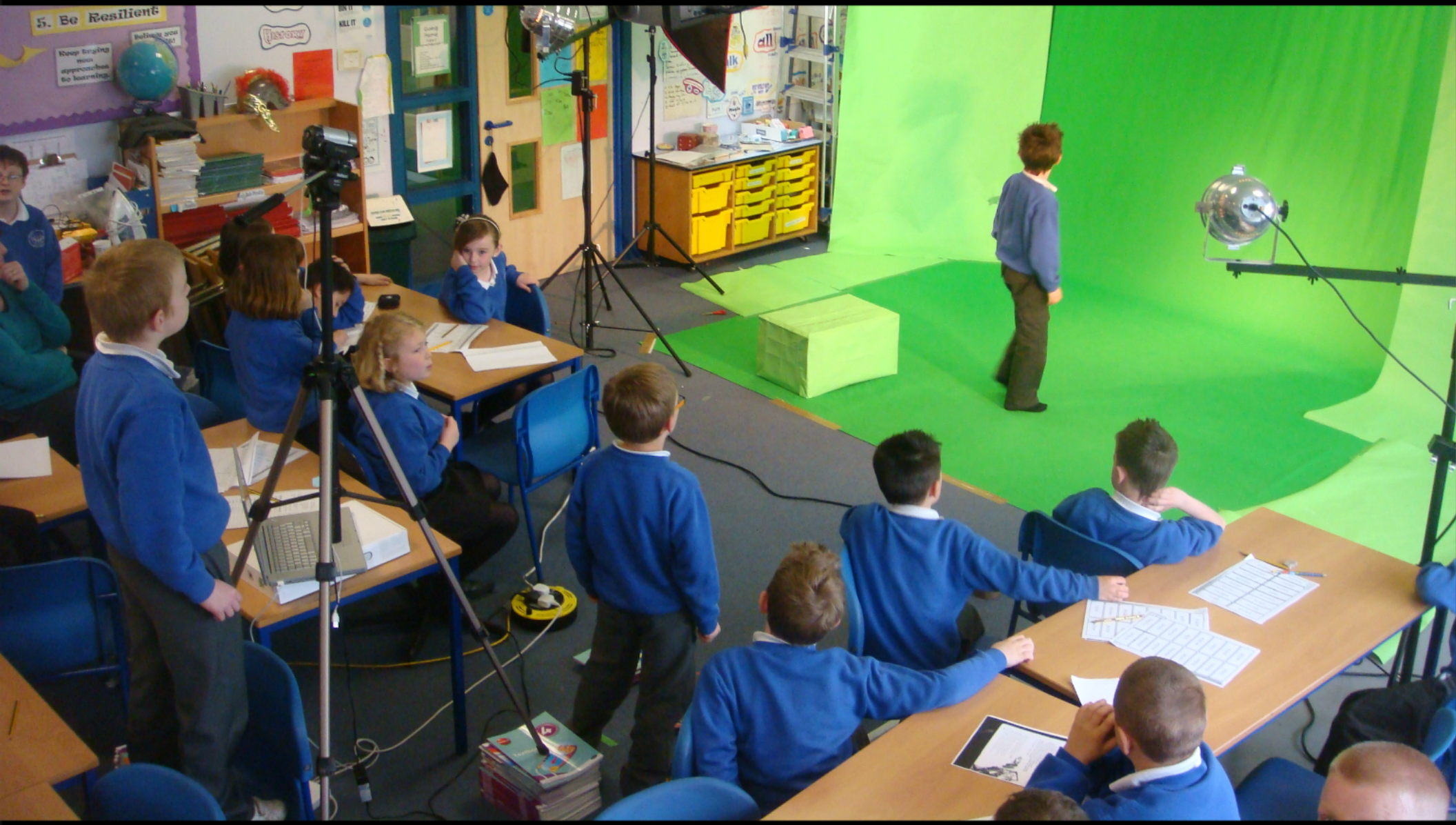
- Saavedro's J'nanin Journal


What Makes A Good
ICT
1. Be Ready
Know why you want to learn something
Set Goals.
2. Be Resourceful
Try different approaches
Ask Questions.
3. Always Reflect
Think back. how could you do it better?
4. Learn to Remember
Make a connection. e.g. use your body to help remember.
5. Be Resilient
CATCH IT
BIN IT
KILL IT


Exit
GOLDEN BOX
SECRET
MISSION


MYST




5. Be Resilient
History


MYST





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