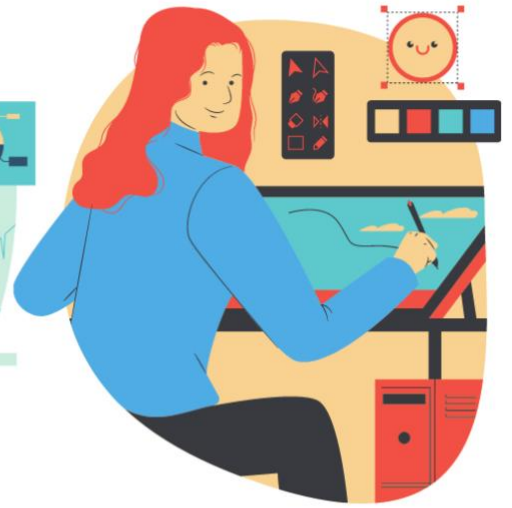
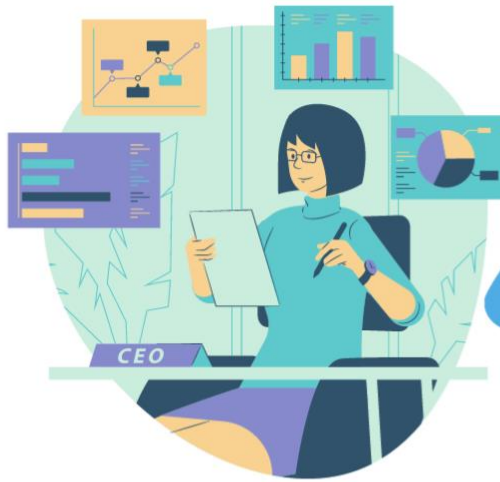




DESIGNING A LEARNING EXPERIENCE: CREATIVITY AND INNOVATION SKILLS SESSION

Leading and Developing People

BMBM6012

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TABLE OF CONTRIBUTION

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Lareesa Young (1901974)	- Conclusion - A summary of why the skill selected is essential for leadership success
Sam Hill (1703116)	- Additional learning theory (social learning) - Executive Summary
Lauren Lambrick (1708485)	- Learning plan
Ben Gabriel (1901710)	- The learning theory best represented by the learning plan (group learning) - Recommendations

MEET THE TEAM

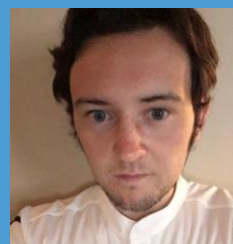
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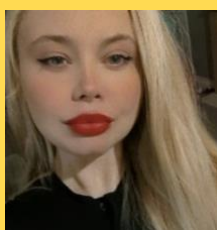
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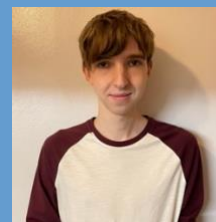
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EXECUTIVE SUMMARY

We have chosen creativity and innovation because in previous modules we have looked at this and thought it was appropriate to go with it. Therefore, we felt the most confident in speaking about these skills.

“Originality and Effectiveness” are two components that are found in majority of the definitions for creativity. One benefit of creativity and innovation is leaders will need to be more creative and innovative in the way that they work to keep up with the current trends, so creativity and innovation is more important than ever. When answering the question of if there is a requirement for the skill to have leadership success, we found that successful leaders will need to inspire others using their creativity, we came to this conclusion by looking at Elon Musk who is regarded as one of the world’s best creative leaders.

Creativity is one of the main factors for productivity; it also helps leaders provide a good solution in the workplace.

The aims of the learning plan is to give basic knowledge around Creativity and Innovation, explain the importance of Innovation and creativity while putting it into a physical practice, engage the group and ensure all are participating and to bring out the groups innovation and creative skills and put them to use.

A risk assessment will be taken place in order to make sure that each interactive challenge is being taken place under supervision at all times to prevent any injuries.

The tutor will deliver an introduction and then an ice breaker will take place where if you were stuck on a desert island, what 5 things would you have with you. This will be followed by group discussions and a kahoot quiz to end things.

Albert Bandura was the key founder of the theory of social learning, where people learn from each other by copying their actions to come to decisions. He led a key experiment where an adult would attack a doll in front of small children. This led to the children copying them. One advantage is that it's a natural way of learning where it's common to learn from others in the workplace. Another advantage is that it is easy for adults who change jobs to learn from one another as they have been exposed to different learning techniques all their lives. This learning theory isn't suitable for adult learners and this is because it has only been tested through the behaviour of children and so it wouldn't be comparable for adults as adults and children think and learn different. This theory is also really suited to groups of two and so the group learning theory would be more suited for larger groups of people.

Lev Vygotsky was known "Father of Social Learning."

The base ground for the group learning theory came from Vygotsky's work on the "Zone Of Proximal Development," Which analyses what a learner can achieve when supported by other learners and teachers.

Lev Vygotsky developed the collaborative learning theory in 1934. The theory refers to a process in which a group of individuals learn from one another through working together. There are four different skills developed, them being Critical Thinking Skills, Critical Thinking Ability, Communication Skills and Cultural Awareness. This theory was chosen because of its uses with introducing new people to each other and the ability for learners

to questions anything that is told to them by the other members requiring the learner to defend their thoughts and back up why they chose what they chose. This is the different to social learning where it refers to someone copying someone's actions and making decisions based on that.

1.0 INTRODUCTION

Creativity and innovation are essential skills to develop in the ever-changing business world that is evolving today. Because of this, many organisations, both professional and academic, are taking steps to develop the skill force in relation to these areas.

This report outlines how, as a team, we have developed a learning experience to be delivered to a group of professional adults within an organisation. We have utilised a number of theories and established concepts in order to deliver the best possible learning experience.

Within this report the reader will find an overview as to why creativity and innovation are important in today's professional world, with reference to leadership and also includes application to real world examples through the discussion of Elon Musk, owner of Tesla and SpaceX, who is a very established leader within the world of innovation and is known widely throughout the business world we live in today.

Moreover, this report includes a detailed learning plan, demonstrating which activities we have chosen to implement and also the resources and time required for these, as well as a risk assessment for the lesson itself.

Further, justification has been provided regarding the teaching methods chosen throughout the learning experience, with reference to a number of concepts and theories such as role-play pedagogy, constructivism, and adult learning theory. These recognised concepts have also been applied to our learning plan and the teaching methods we have chosen to implement.

Finally, both social learning theory and group learning theory have been outlined, with justification being given as to why the latter principle proved to be most effective for our learning plan. These theories have been explored in-depth with denotation to their original theoreticians with the benefits and limitations of both being referenced also.

This report closes with a conclusion drawn from the information provide throughout, as well as a set of sound recommendations having been made regarding the learning experience.

2.0 MAIN FINDINGS

2.1 WHY IS CREATIVITY AND INNOVATION ESSENTIAL FOR LEARNING SUCCESS?

The skill we have selected to base our report on is creativity and innovation. We chose this skill as we have had many lectures on this topic throughout our time at university and feel we would be more confident in researching and talking about this topic.

The term creativity can be hard to define and set to one definition. Therefore, according to the Creativity Research journal by Runco and Jaeger (2012), they found that whatever was being assessed they found two similar components in every definition, these similarities are components are Originality and effectiveness. The working definition of creativity that we have used for this report is by Franken (2007, p.396), who described creativity as “*the tendency to generate or recognise ideas, alternatives or possibilities that may be useful in solving problems, communicating with others and entertaining ourselves and others*”. Also, like creativity, there are many definitions of the term innovation.

Although in its simplest form innovation is the process of creating value from ideas. It is seen as a new way of doing something by taking advantage of the capabilities of people, technology, and other assets (Runco and Jaeger, 2012).

In today's society for many leaders across the globe it is seen as being nearly impossible to rely on making rational decisions based on previous patterns within an organisation. Instead, they must try to make sense of the unfamiliar situations which requires innovation leadership (Horth and Vehar, 2014). It is seen that creativity is one of the most important characteristics to have as an organisation's leader, as it can help towards to the success and health of the workplace (Miller, 2018). Many companies and their workforces in the 21st century are facing disruption, an increase in competition and constant uncertainty

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(Jones, 2019). Therefore, this means creativity and innovation are now being used closely as they are extremely important within the business industry and enhance leadership. Creativity can also give an organisation a competitive advantage and can help attract and maintain top talents within the business (Ravelo, 2021).

Creativity and innovation also linked to the organisational effectiveness and productivity of the workplace. This means that creativity and innovation help to provide a good quality solution to any problem which may arise within the workplace, from these solutions' employee motivation can be revitalised to create an increase of team performance (Lyons, 2014). This means that creativity and innovation can foster motivation in staff.

All organisations can follow a 4-step process which can help leaders to come up with a creative solution to an issue. This process is also known as the innovation process, this can be seen in figure 1 below. The innovation process is split into four different sections of different stages of the innovate idea. The first section of the process is the clarifier. This step is crucial for leaders as it lets them find awareness of where the gap is between the current state and a desired state. Individuals are able to clarify the issue by bringing the specific issues to light after gathering the information from clients, this then leaves them in a position to give a detailed description of the problem. The second section of the process is Ideate. This section of the process is in place to generate a detailed idea for the issue found. Therefore, the individual must look at the issue they have, create a list of ideas that are causing this issue and then they must put forward an investigating solution to this issue in order for the organisation to return successful. The third step in this process is development. This step ensures that the leaders are testing each solution found to see whether it is feasible or not for it to be carried out in the organisation. Each solution must be run by the cost and any obstacles that may be faced when dealing with the solution.

The fourth step in this process is implement. In this section it is crucial that the solution that has been found for the issue is tested and evaluated to ensure it will be effective in the real world. Finally, leaders should then conduct an evaluation to see if the final solution selected is assessed. In this section any mistakes in the solution are reassessed and are overcome to find the final solution to the problem made (University of California, 2020).

Innovation Model Clarify Ideate Develop Implement

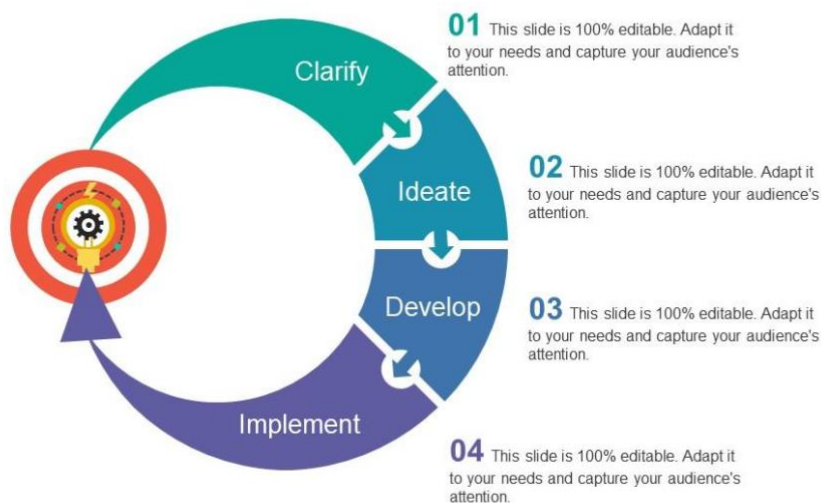


Figure 1 - Innovation Model (The Innovation Process) (Slide Team, 2022)

As stated previously creativity and innovation are both key skills to have as a successful leader. This is because it opens up doors when problem solving, achieving goals and inspiring others (Miller, 2018). Without creativity leaders could become stagnant which will have a huge impact on the organisation's success, as all tasks will be done the same with no differentiation (Alexander, 2018). Creative leaders need to be transparent, honest and need to be selective in what words and actions they use, in order to inspire those who look up to them to follow their actions (van Dijk, Davidson and Mecozzi, 2017). An inspiring creative leader is Elon Musk, the owner of huge successful global companies such as Tesla and Space X. Elon is seen as a successful leader due to his ability to approve changes from different perspectives and his ability to come up with such unique yet

successful ideas to expand his business. Many of his ideas have left his customers and employees in awe of him (Lopez, 2018).

2.2 LEARNING PLAN

TOPIC: Creativity/ innovation		CLASS: Introduction to Creativity and Innovation	
DATE: 03.05.22	LENGTH OF LESSON: 2 HOURS	NO IN CLASS:25	
ABILITY/SPECIAL EDUCATIONAL NEEDS: None aware of. Will check for additional needs on the day. It is important to ask on the day if additional help or support is needed, this will improve the overall learning experience for each person (Coles-Janess and Griffin, 2009)			
AIM OF LESSON The aim of the lesson is to give a basic academic knowledge of what creativity and innovation is, it will successfully demonstrate the importance of using creativity and innovation in all areas of life, including personal and work. It is important to recognise how much of an impact it has (Kamel, Martins, Pessanha <i>et al.</i> (2017). It will be put into practice giving a hands-on experience of learning which will help to absorb the new information (Velde, Wittman and Mott, 2007), each person will feel included and empowered by the lesson (Bentz, O'Brien, Iles and Milkoreit, 2019).			
LEARNING OBJECTIVES - The Learners Should Be Able To: Understand the importance of creativity and innovation Encourage participants to think about problem solving methods in a way that implements creativity and innovation			
PREVIOUS KNOWLEDGE: Basic to no previous academic knowledge known to general, this is an introduction class to innovation and creativity.			
ANTICIPATED DIFFICULTIES: Lack of involvement			
RESOURCES/EQUIPMENT REQUIRED: Introduction - Overhead projector, smartboard, and video presentation Ice Breaker - Pen and paper for each person Group discussion 1 - smartboard Shrinking vessel - Tape or string Lecture - Smartboard, PowerPoint presentation, Video Egg drop - Eggs, Basic construction materials (newspaper, string, balloons, basic classroom supplies, tape, rubber bands, straws and anything else they can find safe to use), Safe space to drop egg Group discussion 2 - No addition equipment required Recap - Overhead projector, smartphones, dry wipe white boards, Kahoot log in / Access, Premade Kahoot questions Conclusion - Feedback forms, pens			

HEALTH & SAFETY:

A risk assessment (Rausand, 2013) will be carried out before the class takes place. It is important that egg drop test is carried out in a safe environment with no risk to any individuals

ROOM PLAN:

We have chosen to set the classroom up in the common U - shape style. This style is commonly

used when teaching a large group as it allows everyone to have a good view of the front of the room. The style also allows you to see everyone around you and talk to one another making it easier to work together as a large group (McKeown, Stringer, M., & Cairns, E. 2016).



STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION			20 MINUTES
Introduction to Topic	Brief overview of what creativity and innovation is.	This will be delivered to the group in the form of a small presentation, presented by the tutor.	10 minutes
Ice Breaker	To bring the group into conversation and engage with the learning. This has been added to the lesson to help the class interact (Pearce, Launay, and Dunbar, 2015)	"if you were stranded on a desert island what 5 things would you take with you" (Letendre, and Education, 2009) give participants 5 minutes to think about they would take and 5 minutes to discuss as a group	10 Minutes
DEVELOPMENT			95 MINUTES
Why creativity and innovation is important, Most companies agree being creative is an important skill to have (Cropley, D.H., Kaufman, J.C. and Cropley, A.J., 2011) (Group Discussion 1)	To see what the group already knows about the topic from previous knowledge	The tutor will ask each person what they already know or what comes to mind when they are asked about creativity and innovation, along with where they learnt it.	10 Minutes
Demonstrating the importance of creativity and innovation in a real life challenge	Shrinking Vessel challenge (Hansen, 2021).	Tape out an area on the floor, all participants stand in the box, A tutor will gradually change the shape and size of the area so that participants have to think fast and work together to adapt, they will be in groups of 3, each member must remain in the vessel at all times. This will demonstrate	15 minutes

		that in real life challenges it is important to continue being creative in order to adapt to constant changing environment.	
Learning lecture	Using innovation and creativity to solve problems (Seechaliao, T., 2017)	To teach participants about how creativity and problem solving are important (Lawrence, 2010) (Ceniceros, 1997).	25 minutes
Putting learning into practice (Kolodner, J.L., Camp, P.J., Crismond, D., Fasse, B., Gray, J., Holbrook, J., Puntambekar, S. and Ryan, M., 2003)	Using creativity and innovation to solve a problem, using the egg drop challenge	Divide group into random teams, task them with constructing a carrier for an Egg in order to protect it from damage during a drop test (carry out drop test and see if any groups fail) - requires them to think and work as a team in order to solve a problem	30 minutes
Group discussion 2	Talking about the results of the Vessel and Egg drop challenge	Groups will be asked about their experience, if any teams failed, why do they think they failed? How could they improve? Would they have approached the challenge differently (allows thinking for further problem solving) (Gilhooly, Georgiou and Devery, 2013)	5 minutes
Recapping / Assessing	<i>Kahoot!</i> quiz	The group will need access to their smartphones, if anyone didn't have one they would be allowed to write there	10 minutes

		answer on a white board to be included. The questions will be based on learning throughout the session.	
PLENARY / CONCLUSION			5 MINUTES
Group conclusion (Group discussion 3)	Summing up, thanking learners, and getting feedback	The group will be asked about their experience, what they liked and if there was anything this disliked, an anonymous feedback form will be handed out for an honest review.	5 minutes

ASSESSMENT STRATEGIES USED:

A recap Kahoot quiz will take place to assess how much knowledge was taken in during the lesson.

In addition, an anonymous feedback form will be handed out to each learner at the end of the session.

INFORMAL LESSON EVALUATION:

This will be completed at the end of the lesson by all the lectures who took part in the session.

It is important each lecture gives honest and constructive feedback in order to build and improve on the lesson for the future

2.3 JUSTIFICATION OF CHOSEN METHODS

The learning plan we have materialized as a group consists of a number of teaching methods. One method we have chosen to utilize is role-play, we have incorporated this within our ice breaker activity whereby the learners will be asked which five items they would take with them to a deserted island. This allows the learners to get creative and think innovatively about their answers before any teaching even begins. Role-play pedagogy has demonstrated itself to be effective in the reaching of learning outcomes in major learning domains (Rao and Stupans, 2012).

As a group, we decided to apply interactive and active learning to our learning plan as interactive learning has demonstrated empowerment amongst students and also facilitates self-directed learning (Goswami, Jaine and Koner, 2017).

Through the use of interactive teaching methods, we have aimed to take inspiration from the student-oriented approach to teaching. This is a teaching approach that encourages involvement and participation from learners, and, through the provision of an equal relationship between students, promotes growth and development (El Fara and Rashid, 2013). This is a method that relates to the view of learning known as constructivism, which draws focus on independent learning, activity, discovery, and choice (Carlile and Jordan, 2005).

Constructivism is a theory developed by Jean Piaget (Harlow *et al.*, 2008) that claims that individuals create new knowledge through combining their previous knowledge and skills, with the knowledge and skills they have gained through social interaction with peers, teachers, and social activity (Mukhalalati and Taylor, 2019).

We kept this pedagogy in mind when constructing our learning plan, due to the fact that this was a lesson that was being given to adult employees within an organization, thus we thought it would be better to take an approach that combined their previous skills and knowledge with new information so that the learners did not feel as though they were being talked at without their existing skills and knowledge being considered.

Group discussion is one of the student-to-student interactive teaching methods we have chosen to utilise within two of our tasks as we believe it gives these adult learners to chance to learn from social interaction with peers, as outlined in the constructivist learning theory put forward by Piaget. One of these group discussions also incorporates the strategy of a buzz session as learners will be asked to relay ideas as to why they think innovation and creativity is important in today's ever-changing world. The focus of a buzz session is to generate as many ideas as possible without judgment (Furkatovnaa, 2022). We chose this method due to its ability to get ideas flowing amongst the group.

Additionally, we have utilized learning games within our plan with the use of the 'shrinking vessel' game and also the 'egg drop challenge'. According to Griffin and Butler (2005), games give meaning to performance and actively involve learners within the learning process. We chose to use learning games for this reason, so that the learners would be learning through doing whilst applying their knowledge to a specific problem-solving situation. We also believe the games we have chosen fit in with the six key stages of game learning put forward by Thorpe and Bunker (1986) within their Teaching Games for Understanding (TGfU) model as shown in figure 1.



Figure 2 - Thorpe and Bunker's TGfU model (iPhys-ed.com)

We consulted this model when choosing our learning games in order to ensure that the adult learners within the experience were getting the most out of the experience whilst also being given the chance to execute their skills and develop their decision making skills by asking questions such as those outlined in the appropriate decision making section of the TGfU model.

Finally, we used a *Kahoot!* Quiz as part of our skills session for the learners to recap on what they have learned. We decided to use *Kahoot!* Due to the fact that it is a multiple choice quiz game, which also allows for a misconception check for the learners, which is a formative assessment method and refers to when students are presented with a false answer about a concept or process, and are able to differentiate it from the correct answer (Riddell, 2016). Benefits of including an assessment method include teachers being able

to monitor learning, and students being given the chance to engage with relevant learning opportunities (Griffin, 2018).

We have selected our teaching methods with andragogy in mind. Andragogy refers to the primary theory within adult learning theory developed by Malcom Knowles. Andragogy is based upon five assumptions as outlined in figure 2 as Knowles defined andragogy to articulate his perception of the key characteristics of adult learning experience in comparison with schooling for children (Gouthro, 2018).

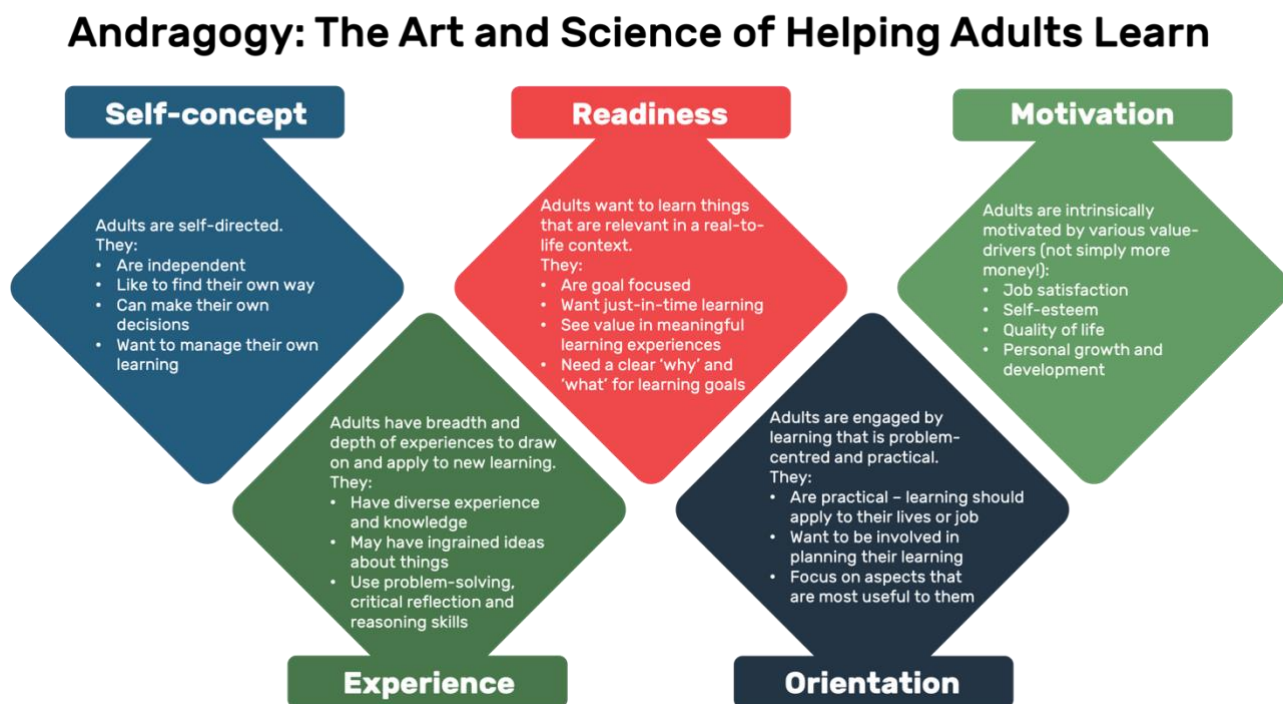


Figure 3 - Andragogy: The Art and Science of Helping Adults Learn (Instructional Design Australia, 2022).

We felt it was important to consider adult learning theory when putting our lesson plan together due to the fact that this skills session is being delivered to a group of adult employees, therefore it is important to tailor the learning experience to the individuals being taught. We have incorporated adult learning theory through the consideration of

experiential learning which was developed by David Kolb, it requires a hands on approach whereby active participation is key. The four elements of experiential learning are outlined in the figure below

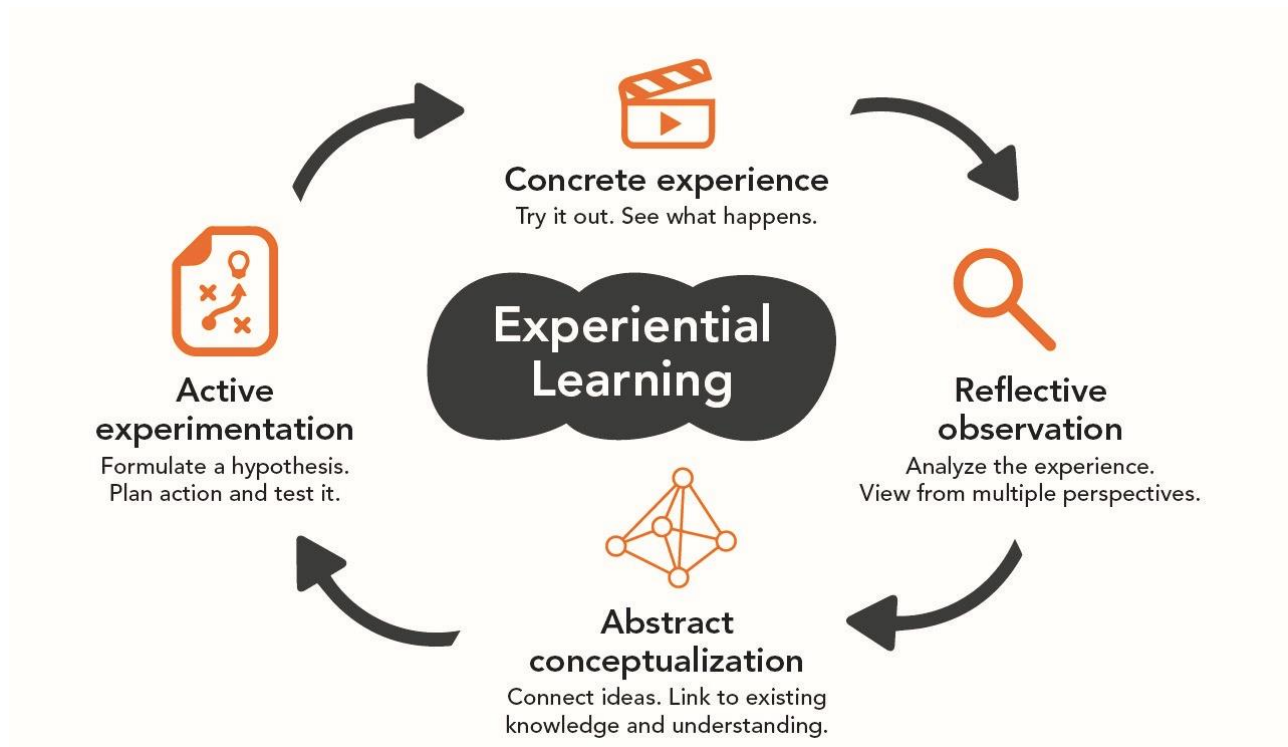


Figure 4 - Experiential Learning (Mohawk College, 2021)

We believe our methods of learning games, applying theory to a given scenario, and an assessment quiz at the end of the session, fit in with this model.

2.4 GROUP LEARNING

The methods chosen demonstrate group learning. Lev Vygotsky, who was brought into the world in 1896 and died in 1934, was renowned as the "Father of Social Learning." In very many respects, he was an educational rebel; he believed, controversially, that teachers should examine a person's capability to solve issues instead of their information gain (Argote, L. and Miron-Spektor, E., 2011). The concept of collaborative learning is strongly linked to Vygotsky's notion of the "Zone Of Proximal Development," which analyses what a learner can achieve when supported by other learners and teachers. By studying this learning approach, you can see if cooperation raises learners' knowledge of other topics (Kozlowski, S.W. and Bell, B.S., 2013).

Lev Vygotsky developed the collaborative learning hypothesis in 1934. The concept refers to a process in which a group of individuals learn from one another through collaborating to solve a problem or finish a task (O'Donnell, A.M., 2006). Rather than memorising facts and statistics, the idea actively involves learners in processing and integrating knowledge and distinct concepts (Wilson, J.M., Goodman, P.S. and Cronin, M.A., 2007). The theory's foundation is built on the learners' need to collaborate in order to grasp the information offered to them. This works by challenging the learners to defend their stance and ideas while also listening to the perspectives of others, resulting in the learner getting a more in-depth knowledge than if they were working alone (Rutherford, S.M., 2014).

The collaborative learning hypothesis works best when people collaborate with one another and grasp multiple points of view on the same piece of knowledge (Springer, L., Stanne, M.E. and Donovan, S.S., 1999). The main skills that this theory relies on and develops are critical thinking skills, which are improved by encouraging learners to express their own opinions and thoughts with the other learners they are working with, listening to why they may or may not agree with your viewpoints, and using their feedback

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to adapt and change your opinion upon hearing added information (Hertz-Lazarowitz, R. and Miller, N. eds., 1995). The second major skill that this technique fosters is the learner's critical thinking abilities by requiring each member of the group to participate in completing the task that has been allocated to them (Jaques, D. and Salmon, G., 2007). The third main skill that this theory promotes is the learner's communication skills by compelling the learner to convey their thoughts to the other members of the group. They must also listen to the other members' perspectives and offer feedback based on what they hear (Ashman, A. and Gillies, R. eds., 2003). The final important skill that this theory increases is the student's cultural awareness. By listening to individuals from other backgrounds and cultures, the learner is hearing from multiple perspectives, which enhances their cultural awareness (Boud, D., Cohen, R. and Walker, D., 1993).

Although the collaborative learning idea has numerous benefits, it also has some limitations, making it a poor hypothesis. One major disadvantage is that everyone learns at a different pace, which means that some people take longer to absorb information while others absorb it immediately. However, having multiple people in the group means that someone inside the group may well be able to explain the theory to the people who struggle rather than needing to ask the teacher (Brahm, C. and Kleiner, B.H., 1996). The second significant problem of this notion is that someone may seize control of the organisation and declare themselves the "leader." This implies that instead of everyone working together to achieve the assignment, one person may nominate themselves as the leader and generate group conflict by telling people what to do and what not to do, lessening the overall effect and message of the theory (Jehn, K.A. and Mannix, E.A., 2001). The third main concern that might arise from this theory is that certain groups may struggle if they do not have adequate group functioning abilities. This implies that if participants have never worked together before, the instructor may need to explain the

assignment to them and begin a conversation if no one is talking in order to break the ice and stimulate conversations (Amason, A.C., 1996). The final major downside of this idea is that it may cause problems for introverts or those who like to relax and let the other members of the group work while simply signing their name on the page. Introverts may have difficulty getting their voice heard and their point of view conveyed, particularly if they do not have a good connection with other members of the group (Jehn, K.A., Northcraft, G.B. and Neale, M.A., 1999).

The best places for group learning to be used would be places where teamwork would be benefitting the overall outcome rather than just doing it for the sake of doing it (Burke, A., 2011). One place where group learning would be especially useful is when you need to evaluate something such as a product or training program (Toseland, R.W. and Rivas, R.F., 2009). Group learning would be pretty useful within these sectors of the business world as you can see different people's opinions on what should be changed and what they like as well as hearing the reasoning behind it and then justifying the means behind why they chose it, this would be also quite useful as you can pair older employees who have been at the company for a while with the younger ones who may have recently joined so you are getting different viewpoints and seeing the bigger picture group working also relies on having little to no negativity in the group and having people give their opinion on something they both understand is vital to good group work (Roberts, T.S. ed., 2004).

2.5 SOCIAL LEARNING

Social learning was first developed in the 1950s by Albert Bandura and one of his students called Richard Walters. As a process, learning can be done when there are groups of at least two, Bandura and Walter decided to put this to the test and they found that exchanging knowledge and ideas and also by mentoring one another, people can learn much more faster than before and also retain information learnt much more better too. This is because each person can observe one another for example observing what sort of decisions they make and actions they take, and make decisions and conclusions based on these actions. This is more likely going to happen if we find these sort of behaviours similar to ourselves or if we want to emulate them (PsychologyToday, 2022).

Albert Bandura led an experiment in 1961 on aggression which was that children are able to learn from the demonstration of adult behaviour. The experiment was conducted by a team of researchers who began to verbally and physically the doll in front of preschool age children. The children in response decided to copy the behaviour of the adults by attacking the doll in the exact same fashion.

One way it will benefit an adult learner is that learning from another person is used every day. It's not something that is planned for the future or has time set aside for it, it just comes naturally. This pretty much means for adult learners, students or employees observe their fellow students/colleagues when doing their work and when there is a situation of a colleague/ student getting praised by a lecturer or a manager, then other students/employees tend to work out how they got to this and figure out a way to copy and emulate what the other person has done.

Another advantage of social learning for adult learning is that it makes it easier for them to retain information and it helps them to keep on learning without being distracted.

According to Gallup, 60% of millennials are open to new job opportunities currently right now and also 21% have said that they've changed jobs within the last year. With this in mind, it can be said that while going from job to job, adults are constantly changing the way they learn in each job so using this form of learning will be a good alternative (Adkins, 2016).

Another advantage to this theory is it can be utilized to teach people to adopt a positive behaviour. Researchers can use social learning theory in order to investigate and understand ways that positive role models can be used to encourage desirable behaviours and to facilitate social change (Kendra Cherry, 2021).

One downfall to this theory is that even though this theory is used around the world, the copying of others is rarely beneficial according to Rachel L. Kendall, also stating that the concept needs to be updated to accommodate recent findings.

Another downfall this may cause is that it may cause some inner conflicts. According to Valamis, if someone tries to copy another person too often and too intensely it can cause conflict if the behaviour that is being copied is different to your own (Valaris, 2021).

Regarding adult learning, the theory is mostly used and tested through the behaviour of children and so this might not be a suitable theory for adults.

It is felt that this form of learning theory may not be suitable for when it comes to working in groups and this is because each person may monitor each other by seeing what actions they do and would be suitable for groups of two. As an alternative, group learning would

be the better for a larger group and this is because it allows people to question someone's decision or ask any questions to someone if they didn't understand a certain thing that they were told.

It is worth noting that Bandura's theory was developed through children's behaviours in lab settings and so it isn't comparable for adult learners. This is because Albert Bandura's theory is mostly been modelled on children's development and learning and so wouldn't be suitable for adult learning as children and adults think in a different way (Zimmerman, B. J, 2003).

2.0 CONCLUSION

To Conclude, Creativity and innovation are one of the most important skills to have as a leader within any organisation across the globe. In today's forever changing society it is impossible for leaders to be set in the way they made decisions from previous patterns. Instead, they must be creative in the way they overcome issues and come up with ideas. Leaders should follow the innovation process to come up with the best solution to an issue they may be facing. This process looks at the issue in-depth and analyses the process for the best outcome. There are many benefits that come from being a creative leader within an organisation, these can include, the success of the workplace, the quality of the workplace environment and can help to motivate others which will increase productivity which will have a knock-on effect with the organisation's competitive advantage.

This report also found that it is crucial to tailor every learning experience to suit the target audience in order to maximise efficiency and allow for the most information to be taken in and retained as possible. We believe that the detailed learning plan was designed in a way which fits in well with all relevant concepts and theories that have been discussed throughout the report. The learning plan also allows for a well-rounded learning experience to be delivered.

On top of that, a number of teaching methods were materialised from the learning plan. It was found that utilising role-play within a learning experience allows participants to get creative and to think innovatively, this would be displayed within the ice breaker activities organised. It was also found that interactive and active learning demonstrated empowerment amongst students which also facilitates self-directed learning. The use of interactive teaching methods encourages involvement and participation from learners. We

found that this method is linked to constructivism which draws focus on independent learning, activity, discovery, and choice. The use of learning games within the learning plan gives meaning to performance and actively involves learners within the process. By using games learners are able to put their knowledge into practice in a problem-solving situation which will improve their creativity. Also, the use of the Thorpe and bunkers TGfu Model ensured that the adult learners within the experience were experiencing their full potential. We felt it important to justify our methods with a number of established concepts.

Also, after looking at social learning we realised that this method was not quite suitable for our learning plan as the theory was mostly based on children rather than adults. We found that adults have less of an attention span than children and adults would act differently in social situations therefore it would not work for adult learning. This led us to choose group learning as our chosen method. The group learning theory encourages individuals to express their own opinions and it can help to develop critical thinking abilities. Although there are some disadvantages including people learning at different paces and some people like to seize control of the organisation.

3.0 RECOMMENDATIONS

Overall, after researching into different ways of learning and understanding in depth what each learning style is best at. The conclusion was that group learning would be the best approach for the learners to use because of the ability to listen to other people's perspectives and then have to potentially change your own thoughts based upon what you heard from them. Group learning is best used when you need to break the ice or are in a group of people who don't know each other this is the best method for this because each learner can understand why each of the other learners came to their decision and then question anything along the way. Group learning is also the best method because it allows the learners to interact with each other and ask any questions if they may not understand the task given to them promoting teamwork and improving their social skills. It was made the decision that social learning would not be used because that style of learning is strongest during pairs of two because the theory's founders discovered that communicating thoughts and ideas, as well as mentoring one another, allows participants to understand the topic and knowledge much faster than before and retain information learned much better. This is due to the fact that each individual may monitor each other, for instance, by seeing what kinds of judgments and actions they do and making judgements and conclusions based on these activities.

PRESENTING OUR IDEAS

Below are the slides from the presentation we delivered, outlining our ideas for this skills session.

Designing a Learning Experience: Creativity And Innovation Skills Session

Benjamin Gabriel, Rebecca Steele, Lareesa Young, Samuel Hill & Lauren Lambrick

Leading and Developing People BMBM6012
Lecturer: Lisa Knight



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



Why did we choose creativity and innovation?



- We have previously looked at this topic in other modules
- We felt the most confident to talk about these skills





What is creativity and innovation?



- There is no set definition for the term creativity!
- “Originality and Effectiveness” are two components that are found in majority of the definitions for creativity
- We found a working definition for creativity
- A definition of Innovation in its simplest form



(Runco, 2012; Franken, 2007)



What are the benefits of creativity and innovation?



- Today's society is constantly changing and leaders are finding it impossible to make rational decisions
- Leaders need to be more creative and innovative in the way they work
- More companies are coming face to face with different challenges
- Creativity and innovation are more important now than ever
- Creativity leads to competitive advantages



(Miller, 2018; Jones 2019; Ravelo 2021)

Is this skill required for leadership success?



(van Dijk, Davidson and Mecozzi, 2017)

- Creativity is key to success
- Successful leaders need to inspire others with their creativity
- We looked at Elon Musk who is seen as one of the worlds best creative leaders

(van Dijk, Davidson and Mecozzi, 2017)



Is productivity linked to creativity?



- Creativity is a main factor for productivity
- It also helps leaders to provide a good quality solution in the workplace
- Good resolution to problems in the workplace led to an increase in motivation and productivity.
- The innovation process

Lyons (2014; ; University of California, 2020)



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Learning Plan

Aims -

- To give basic knowledge around Creativity and Innovation
- Explain the importance of Innovation and creativity, while putting it into a physical practice
- Engage the group and ensure all are participating
- Bring out the groups innovation and creative skills and put them to use

Objectives -

- Understand the importance of creativity and innovation
- Encourage participants to think about problem solving methods in a way that implements creativity and innovation

(Webb, E.M., Naeger, D.M., Fulton, T.B. and Straus, C.M., 2013)



RISK ASSESSMENT

A risk assessment (Rausand, M., 2013) will be carried out before the class takes place. It is important that each interactive challenge is taken place under supervision at all times to minimize risk and potential injury during. If the building is new to the group, fire exits and safety will be covered before start.

(www.ccohs.ca 2022)

Introduction to topic

This will be delivered to the group in the form of a small presentation, presented by the tutor.

Here is a presentation to give an overview of what creativity and innovation is.





If you were stranded on a desert island what
5 things would you take with you?

Letendre, R.C. and Education, N.H.A., 2009



(Pearce, E., Launay, J. and Dunbar, R.I., 2015. The ice-breaker effect: Singing mediates fast social bonding. *Royal Society open science*, 2(10), p.150221.)

(Chlup, D.T. and Collins, T.E., 2010)

Ice Breaker

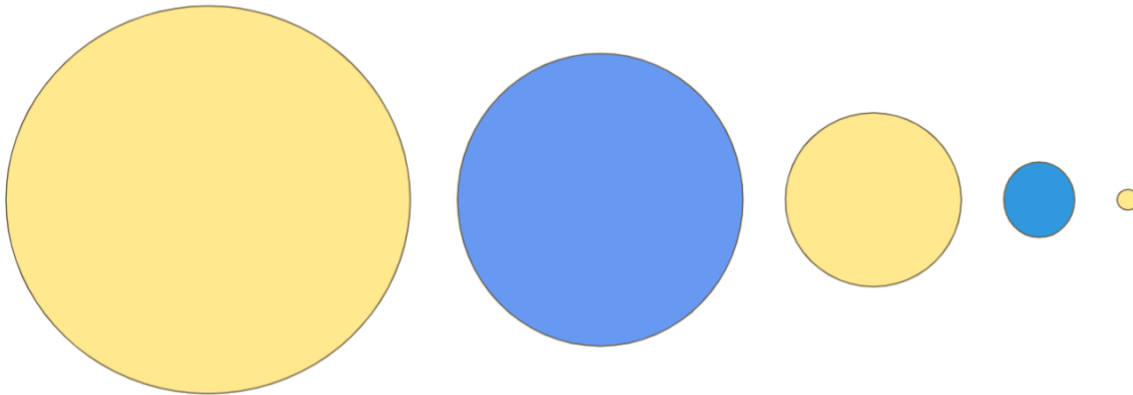
Group Discussion

**Why is creativity and innovation
important?**

(Sastra edu 2022)



Challenge 1 Shrinking Vessel



Staley, K., Abbey-Vital, I. and Nolan, C., 2017. The impact of involvement on researchers: a learning experience. *Research Involvement and Engagement*, 3(1), pp.1-9.
(Hansen, B., 2021).

Learning lecture

Using innovation and creativity to solve problems

(Seechaliao, T., 2017).



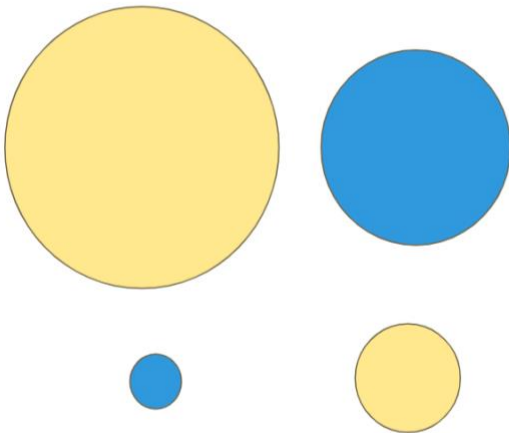


Outlearn.co.uk (2022)

Challenge 2

The Egg Drop Challenge

Group Discussion 2



Kahoot!

Group discussion 3



Learning Games & Thorpe and Bunker's TGfU Model



Thorpe and Bunker (1986)

Thorpe and Bunker's TGfU model (iPhys-ed.com)

Constructivism & Student-Oriented Teaching



Carlile and Jordan (2005); Harlow *et al* (2008);
Mukhalalati and Taylor (2019); El Fara and Rashid (2013)

Adult Learning Theory (Andragogy)



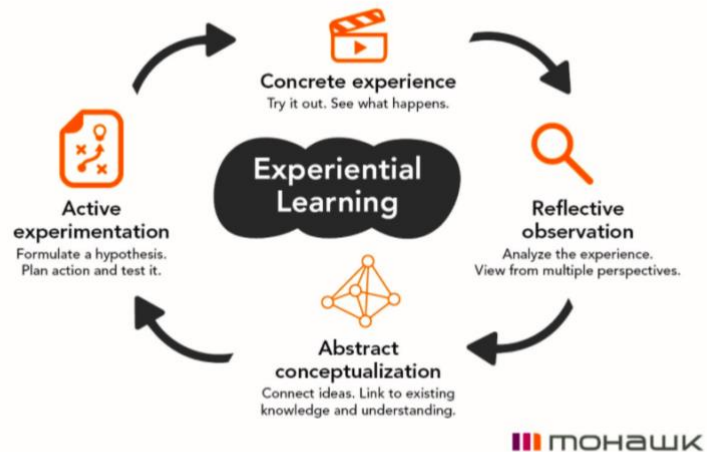
Gouthro (2005)

Andragogy: The Art and Science of Helping Adults Learn (Instructional Design Australia, 2022).

David Kolb's Experiential Learning



Colman (2019).

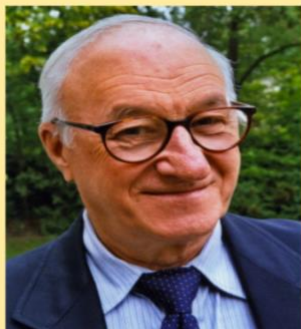


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Social Learning - Albert Bandura



Albert Bandura was born in 1926 and died in 2021.

Mr Bandura and his PhD student Richard Walters first thought of this theory in the 1950s and it is when they decided to test out the theory that learning can be done from each other when there are groups of at least two, Bandura and Walters decided to put this to the test and they found that exchanging knowledge and ideas and also by mentoring one another, people can learn much more faster than before and also retain information learnt much more better too.

Each person can observe one another and make their own decisions based on what others do and will more likely do so if the behaviours are similar to our own.

Social Learning Advantages

It's a natural way of learning, this form of learning is used every day and isn't something that is planned. Adult learners will copy other learners that have been praised in order to emulate their success. An example of this is when an employee of a company does something good and gets rewarded by a manager, and afterwards other employees at the company follow suit by copying the employee in order to achieve the same rewards.

As adult learners would have come across many different ways of learning in their lives, learning from one another would be ideal because adults tend to have a shorter attention span than children. An example of this is that millennials are more likely to be job hunting and looking for new jobs than any other age group. According to Gallup, 21% of millennials change jobs a year after starting one so they are likely to have learned in many different ways (Adkins, 2016).

Why isn't this theory suitable for adult learning?

One reason that this theory isn't suitable for adult learning is that Albert Bandura's theory is mostly based on children's development and learning and so wouldn't be suitable for adult learning as children and adults think in a different way (Zimmerman, B. J., 2003).

A better alternative for adult learning would be group learning as this sort of learning allows people to ask questions to their peers if they don't understand anything or question something that they've said rather than actually copying other people.

If someone is using this theory a bit too much in the workplace, then conflicts may happen.

Group Learning - Lev Vygotsky



Lev Vygotsky, Born In 1896 Died In 1934.

"Father Of Social Learning."

The base ground for the group learning theory came from Vygotsky's work on the "Zone Of Proximal Development," Which analyses what a learner can achieve when supported by other learners and teachers (Kozlowski, S.W. and Bell, B.S., 2013).

Lev Vygotsky developed the collaborative learning theory in 1934. The theory refers to a process in which a group of individuals learn from one another through working together (O'Donnell, A.M., 2006).

This theory actively involves learners in processing and integrating knowledge and distinct concepts instead of memorising facts and statistics.

The theory's foundation is built on the learners' need to collaborate in order to grasp the information offered to them rather than learning individually. (Rutherford, S.M., 2014).

Group Learning - Developed Skills

Skill 1 - Critical Thinking Skills

Develops critical thinking skills which are improved by encouraging learners to express their own opinions and thoughts with the other learners they are working with, listening to why they may or may not agree with your viewpoints, and using their feedback to adapt and change your opinion upon hearing added information. (Hertz-Lazarowitz, R. and Miller, N. eds., 1995).

Skill 2 - Critical Thinking Ability

Developes learner's critical thinking abilities by requiring each member of the group to participate in completing the task that has been allocated to them encouraging them to work together otherwise they will all fail promoting teamwork and communication. them (Jaques, D. and Salmon, G., 2007).

Skill 3 - Communication Skills

Develops the learner's communication skills by encouraging the learner to express their thoughts to the other members of the group. They must also listen to the other members' perspectives and offer feedback based on what they hear (Ashman, A. and Gillies, R. eds., 2003).

Skill 4 - Cultural Awareness

Develops everyone's including the teachers cultural awareness. By listening to individuals from other backgrounds and cultures, the learner is hearing from multiple perspectives, which enhances their cultural awareness (Boud, D., Cohen, R. and Walker, D., 1993).

Why Group Learning?

Ended up on group learning because of its uses with introducing new people to each other and the ability for learners to questions anything that is told to them by the other members requiring the learner to defend their thoughts and back up why they chose what they chose.

Best method for this because each learner can understand why each of the other learners came to their decision and then question anything along the way.

It was made the decision that social learning would not be used because that style of learning is strongest during pairs of 2.

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