

SHSS6076

COACHING AND PEDAGOGY

MANUEL SANTOS



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OUTLINE

CONCEPTUALISE CREATIVITY



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WHY DON'T WE



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CREATIVITY

WHY DON'T WE
THINK CREATIVELY

THINKING



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THINK CREATIVELY

THINKING
CREATIVELY

SUMMARY



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CREATIVELY

SUMMARY



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SETTING THE SCENE



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TASK 1

CONCEPTUALISE CREATIVITY

What is creativity?



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CONCEPTUALISE CREATIVITY

- Historically difficult to define (Walia, 2019)



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CONCEPTUALISE CREATIVITY

- Historically difficult to define (Walia, 2019)
- There is not a 'one' definition for creativity (Karakelle, 2009)
 - Not observable and therefore difficult to conceptualise (Stuhfalt & Berg, 2014)



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CONCEPTUALISE CREATIVITY

- Historically difficult to define (Walia, 2019)
- There is not a 'one' definition for creativity (Karakelle, 2009)
- **Novel and original** (Sternberg & Lubart, 1999)
 - **Originality: the pursuit of uncommon lines of thought** (Guilford, 1950)



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CONCEPTUALISE CREATIVITY

- Historically difficult to define (Walia, 2019)
- There is not a 'one' definition for creativity (Karakelle, 2009)
- Novel and original (Sternberg & Lubart, 1999)
- **Standard definition of creativity: novel and appropriate to the context** (Runco & Jaeger, 2012)
 - **Random vs Original**



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CONCEPTUALISE CREATIVITY

CREATIVITY AS A
SOCIOCULTURAL ACT
(SAWYER, 2012)



TASK 2



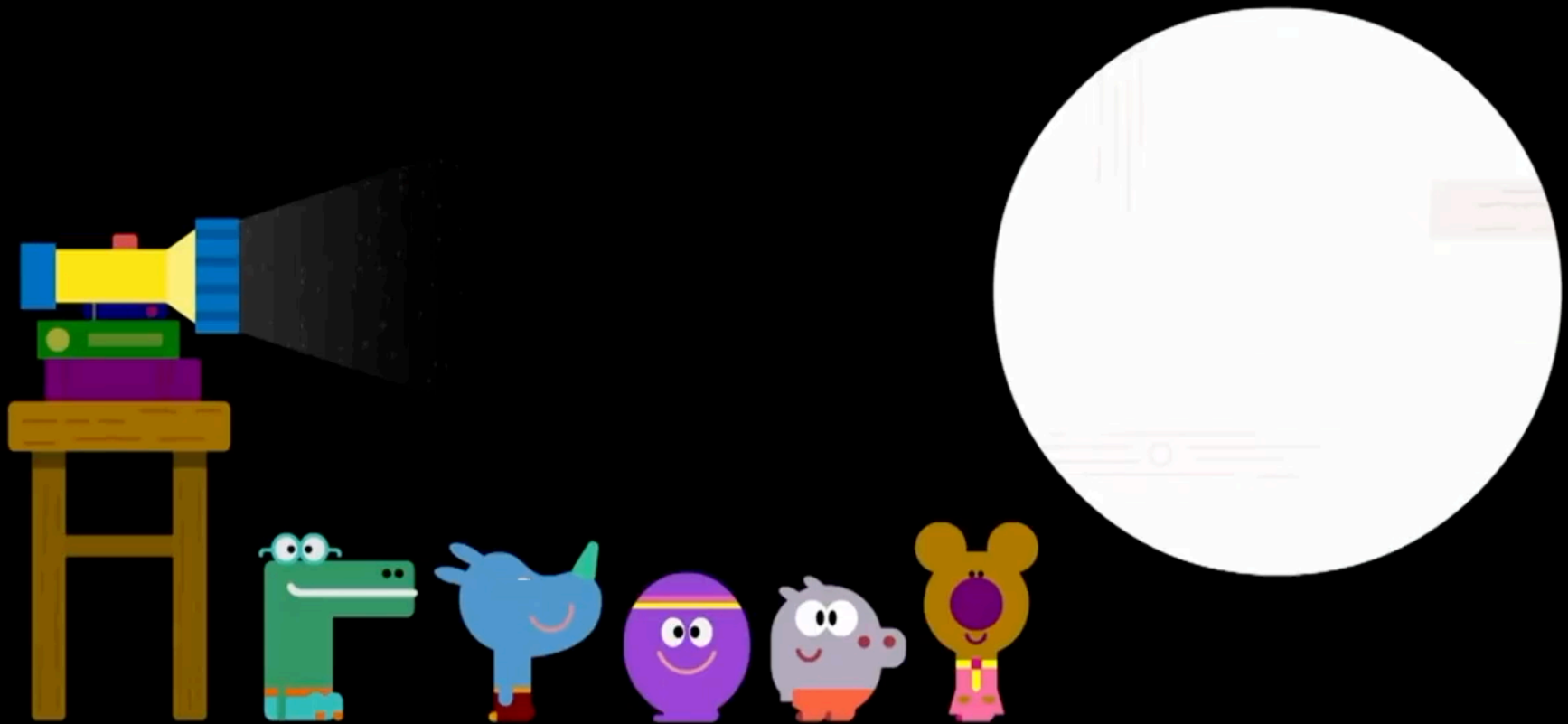
WHY?

- What does it mean to be a 'social endeavour'?
- Based on the 'standard definition' of creativity, what makes it a social act?



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CREATIVITY AS A SOCIOCULTURAL ACT(SAWYER, 2012)



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TASK 2



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CREATIVITY AS A SOCIOCULTURAL ACT (SAWYER, 2012)



(Santos & Morgan, 2019)
(Santos, 2019)



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CREATIVITY AS A SOCIOCULTURAL ACT (SAWYER, 2012)

- Lack of agreement around the definition of creativity has led to a **focus on the sociocultural processes underpinning the creative process** (Sawyer, 2012).



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CREATIVITY AS A SOCIOCULTURAL ACT (SAWYER, 2012)

- Focus on sociocultural processes (Sawyer, 2012).
- Creativity does not occur in a vacuum (Tomassoni, Treglia & Tomao, 2018)



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CREATIVITY AS A SOCIOCULTURAL ACT (SAWYER, 2012)

- Focus on sociocultural processes (Sawyer, 2012).
- Creativity does not occur in a vacuum (Tomassoni, Treglia & Tomao, 2018)
- Tradition, history, rules and norms dictate how a creative product is (or not) expressed (Ludwig, 1992).



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CREATIVITY AS A SOCIOCULTURAL ACT (SAWYER, 2012)

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- Tradition, history, rules and norms (Ludwig, 1992).
- Study of the collaborative mechanisms underpinning the creative process (Csikszentmihalyi, 1996)



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CREATIVITY AS A SOCIOCULTURAL ACT (SAWYER, 2012)

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- Study of the collaborative mechanisms underpinning the creative process (Csikszentmihalyi, 1996)
 - Jazz and Coaching (Santos & Morgan, 2019; Santos, 2019)



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TASK 3

Draw a house

WHY NOT?



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WHY NOT?



“All children are born artists” – Pablo Picasso



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TASK 4

WHY NOT?

What is stopping you to apply creative teaching/coaching methods?

- Rely on your coaching/teaching experiences
- Think about your experiences as an athlete or student

With the person next to you, produce a list and be prepared to share your ideas.



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- The weight of tradition and history (Sawyer, 2012)

WHY NOT?

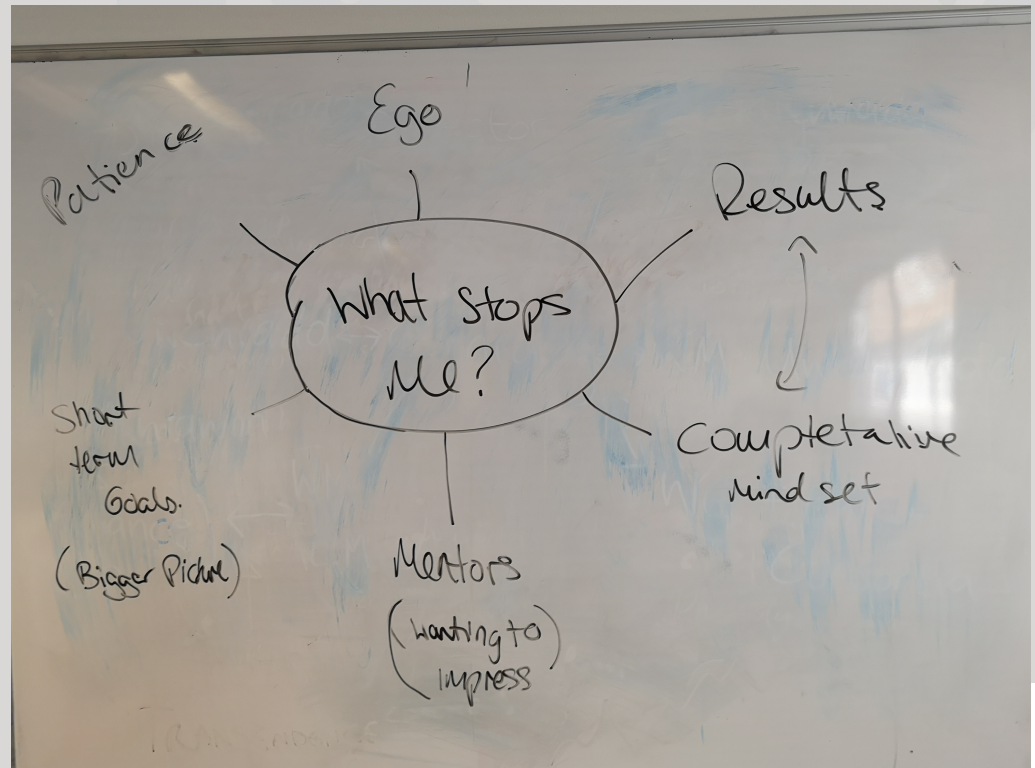


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- Environmental factors suppress coaches' creativity (Tomassoni et. al, 2018)

WHY NOT?



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- **Habitus: a set of social rules followed by the individual** (Cushion & Kitchen, 2011)

WHY NOT?

**"Why can't it be
Monday,
Tuesday,
Saturday, Sunday,
Wednesday,
Thursday,
Saturday, Sunday?"**

- anonymous, 7 years old

@LiveFromSnackTime



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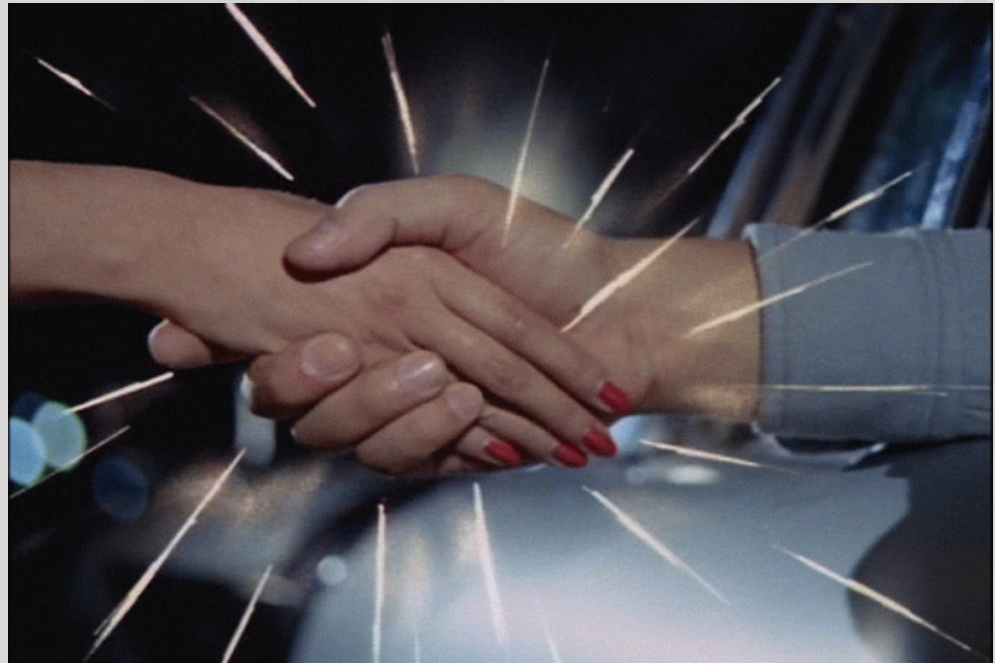
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- **Habitus: a set of social rules followed by the individual** (Cushion & Kitchen, 2011)

WHY NOT?



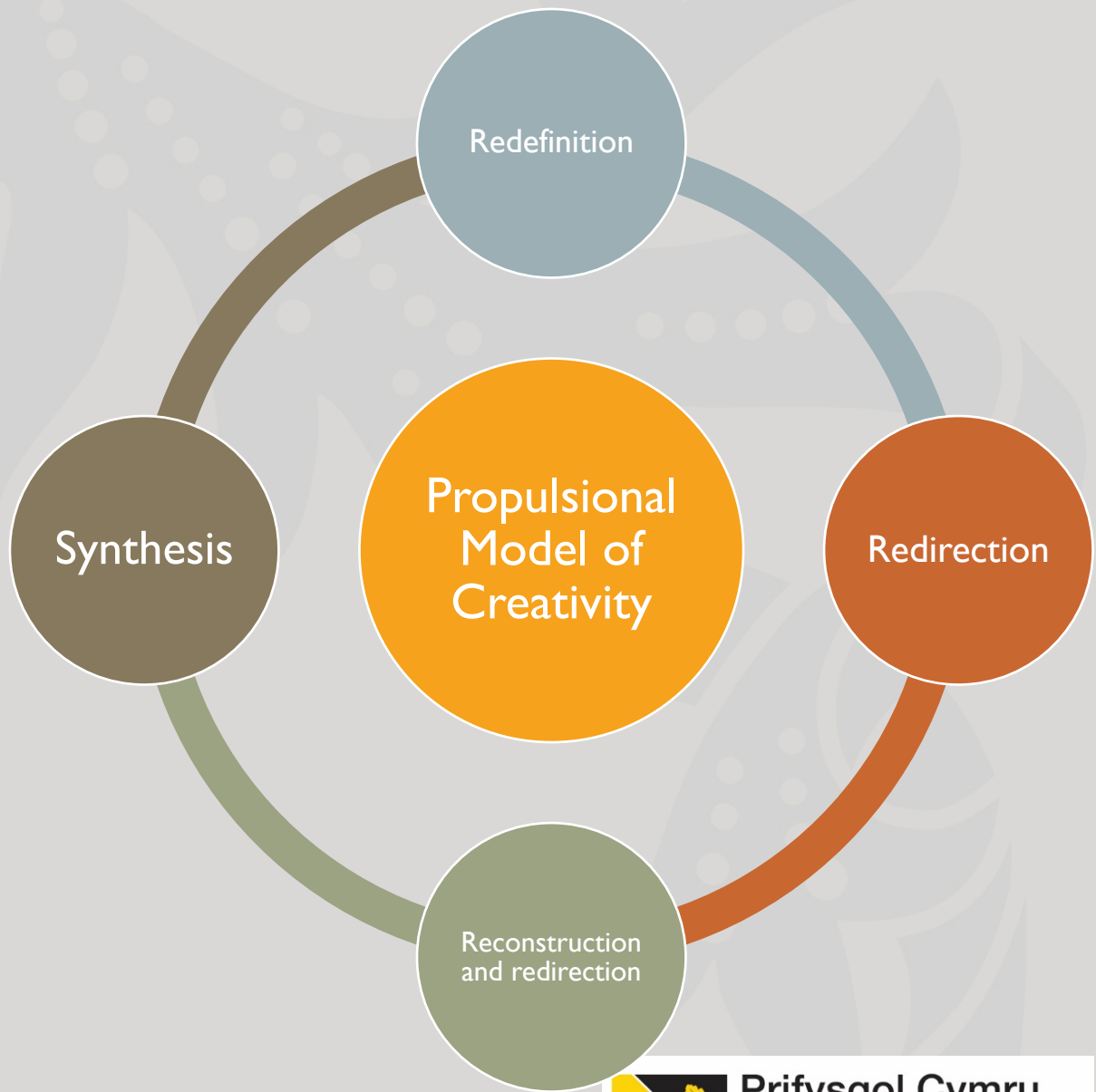
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THINKING CREATIVELY



(Sternberg et al., 2002)



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REDEFINITION

Redefinition

- Entails a change in perception



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REDEFINITION

Redefinition

- Entails a change in perception
- Novelty emerges from redefining a product



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REDEFINITION

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REDIRECTION

Redirection

- Rejects common and accepted practice and accepted



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REDIRECTION

Redirection

- Rejects common and accepted practice and accepted
- Novelty emerges from moving a field in a new direction



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RECONSTRUCTION AND REDIRECTION

Reconstruction and Redirection

“New life is breathed into an approach
previously abandoned” (Cropley, 2016, p.44)



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RECONSTRUCTION AND REDIRECTION

Reconstruction and Redirection

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SYNTHESIS

Synthesis

- Ideas previously unrelated are unified.



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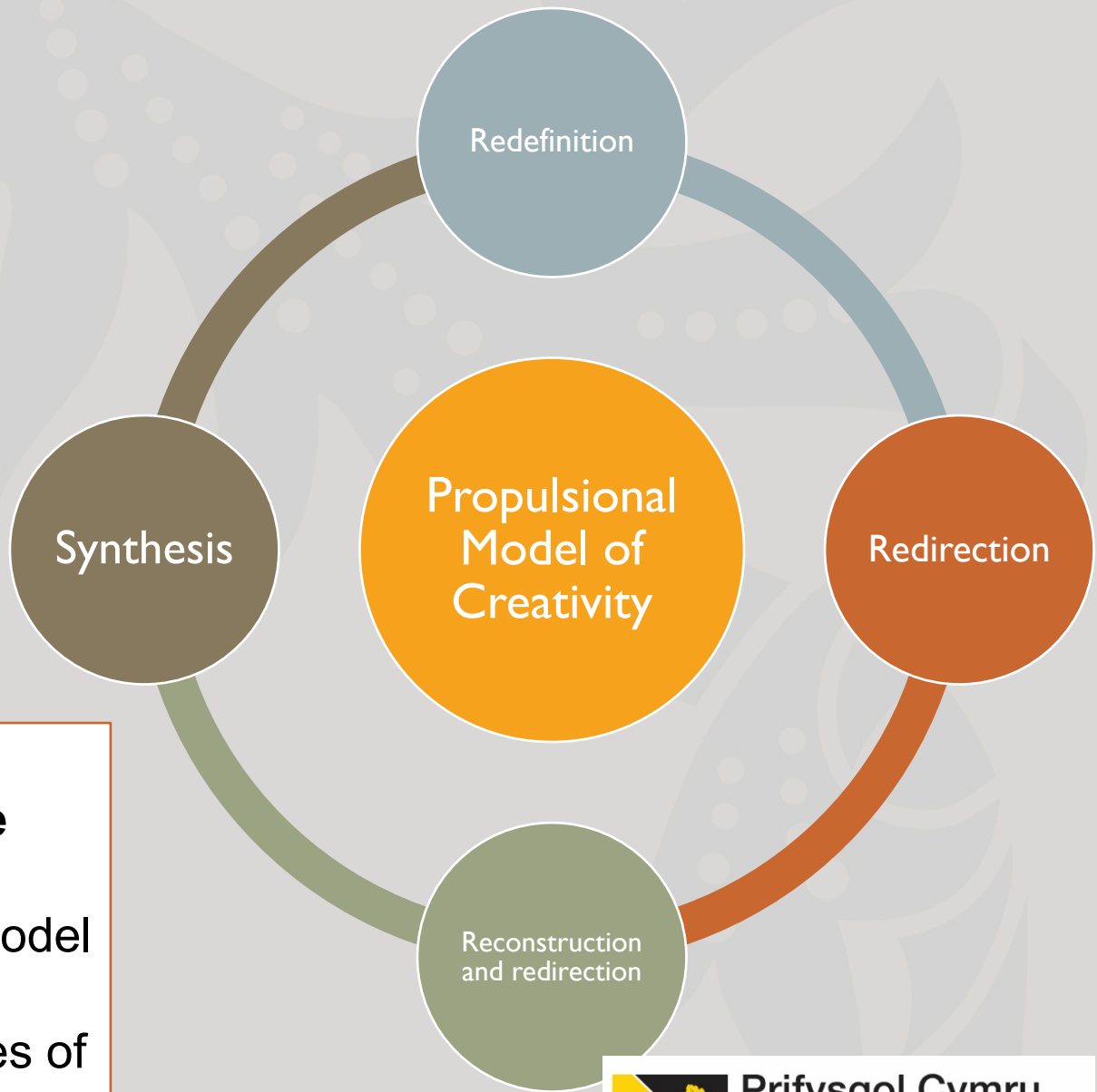
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THINKING CREATIVELY

TASK 5

With the person sitting next to you address the questions:

- How do you see the model in practice?
- Provide a few examples of its application
- Have you seen it in practice?



(Sternberg et al., 2002)



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SUMMARY

- Creativity is consensually defined as novel and appropriate endeavour;
- The complexity of the creative act requires an analysis of the context in which it occurs;
- Educators need to be aware of the factors that are halting their creative thinking.
- The 'Propulsional model of creativity' provides useful tools for educators to think with.



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Thank you!

Diolch!

Obrigado!

Any question?

Manuel Santos

mdsantos@cardiffmet.ac.uk



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SUGGESTED READING

- Runco, M.A. & Jaeger, G.J. (2012) The Standard Definition of Creativity. *Creativity Research Journal*. 24(1), 92-96.
- Sawyer, R. (2012) *Explaining creativity*. 2nd Edition. Oxford: Oxford University Press.
- Sternberg, R. J., Kaufman, J.C. & Pretz, J. E. (2002) A propulsion model of creative leadership. *The leadership quarterly*. 14, 455-473.

