



Module name: Changemakers: Creativity and Value Creation

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Introduction

The purpose of this writing is improvements in intellectual resources and business IT technologies are seen in the context of enterprise success criteria including revenue, profitability, knowledge measurement, talent retention, and attractiveness in today's world. Because of this, e-learning lays the groundwork for performance monitoring, allowing for connections to be made between individuals and educational tools. Here are some advantages of the e-learning platform we have seen (www.ukessays.com, n.d.). One that prioritises the wants and needs of people who value competence and success. The other more intricately connected with creativity and innovation ideas, lead to genuine business results. Learning is an inherently individual process that benefits from having its experiences tailored to one's own needs and interests (www.ukessays.com, n.d.). We learned the hard way of e-learning that just because a learning system was built and could be accessible through the Internet did not mean that people would have a great deal of interest in or need the course and program (www.ukessays.com, n.d.).

Improvements in intellectual resources and business IT technologies are seen in the context of enterprise success criteria including revenue, profitability, knowledge measurement, talent retention, and attractiveness in today's business world. Knowledge sharpened change-making abilities and improve cultural competencies in an international setting with immersive technology and real-world educational or business challenges (Whewell et al., 2022). Today Employers require culturally and technologically competent personnel with change-making abilities. With the outcome of e-learning students may make decisions, solve issues, and influence change by interacting and co-creating as digital makers (Whewell et al., 2022).

Unit 1 – Ideas and Values

Innovation – In unit one we have learned how innovation change and improve life in the past decade. Many people's lives have been improved because to new inventions including tools, machines, procedures, and medications. Inventions give novel means of construction, transportation, communication, healing, education, and recreation, allowing people all over the globe to live much longer, healthier, and much more productive lives. In many cases, the effects of an innovation extend well beyond the initial monetary gains. Inventions have often been revolutionary ideas that gave rise to totally new industries, as well as the scientific and technical foundations for new businesses (Miller et al., 2021). Countless studies and inventions that came after those awarded the prizes referenced the work of the winners (Miller et al., 2021).

Innovation and society- Technological advancements have had far-reaching effects on our culture since they have become intrinsic to almost every aspect of modern life. From agriculture to transit, technology is transforming the way we live our lives and interact with people around us. This is true in the case of robot processing (Onibalusi, 2019).

Creating the future - It is challenging to appreciate some of the contrasts - and potential commonalities - when academics and practitioners work together to construct a shared digital and physical platform for creating future technologies. Attempting to include even a subset of these into the planning and execution of the co-working and co-learning spaces is a daunting task.

Creativity and Society - Mind-stimulating creativity. Creativity helps the mind absorb facts more quickly. It streamlines learning. Creativity inspires new ideas. It removes previous thought processes. It is non-linear. Creativity fosters empathy. Creativity is self-reflective. It

opens minds and hearts. It reveals our innermost secrets. It acknowledges individuality. It may reveal hidden abilities and inner powers. It inspires us. Creativity has a positive impact into society.

Unit 2 – Creative Solutions

Who and what are changemakers? - By looking at the patterns of innovations and trends in social change, recognises the important role that everyone must play in making the world more resilient, fair, and long-lasting. Our world is changing quickly, and there are more unknowns and surprises than ever before. To get around in a world that is always changing, you need new skills and ways of thinking. Having faith in our ability to solve problems will not only help us get around in a world that is always changing but will also drive it. We can all get the knowledge, skills, attitudes, and values we need to live for the good of everyone and make our new world a better place.

Value Creation Pedagogy - By allowing us as a student to generate something of value to at least one external stakeholder outside their own group, class, or school, value creation pedagogy allows students to learn by using their abilities (future or existent). Students may contribute to others in monetary, social, or cultural ways. Value creation pedagogy requires formal education settings and the participation of teachers. In such case, it's more an issue of having some employment or volunteer experience (Lackéus, n.d.).

The Practice of Changemaking - Being open and honest about what isn't working is essential to being a changemaker since it allows us to gain insight from our mistakes and improve. There is a possibility that one of the most characteristically entrepreneurial behaviours is the willingness to take risks and grow because of those mistakes.

Unit 3 – Mobilising Support

Collaboration Not Competition - According to the programming model of the Centre, there are six different knowledge mobilisation techniques that are hypothesised to be necessary for attaining the Centre's aims. We describe the structures, resources, and activities that were used to operationalize these strategies and explore whether and how they have contributed to proximal outcomes using a mixed methods approach that combines interviews with stakeholders, surveys, participant feedback forms, and routine process data collected over a period of five years. This approach uses mixed methods (Haynes et al., 2020).

Establishing a Supportive Network – It was very thoughtful information about social network. It is helping to make objectives that are clear and attainable in order to improve one's social network, regardless of the reason for the requirement. As an example, you may say something like, "I will chat to one new person every day" or "I will ask that man from my class to lunch." Being precise not only provides you with objectives to work toward, but also makes it easier for you to gauge the degree to which you are advancing toward the achievement of your objectives. If you are an introvert, for instance, setting the objectives of having a huge number of friends, attending to every party you hear about, and not feeling uncomfortable when approaching new people is impractical and might set you up for failure. Being realistic offers you a higher chance of succeeding.

Stakeholders Analysis - It is common practise in project management to do a stakeholder analysis to determine who would be affected by the project and how, as well as what problems are important to, those affected parties. Creating a stakeholder analysis describes the main individuals you need to communicate with regarding the status and scope of the project, the issues you need to keep them updated about as the project proceeds and how frequently you should talk to each stakeholder (Hoory, 2021).

Creating Stakeholders Map – At this session we learned how to create Stakeholders map. Stakeholder mapping, in its simplest form, is the act of visually representing the numerous persons who have a vested interest in or will be impacted by the project. This diagram should help you see the different stakeholders and what drives them (appvizer.com, n.d.).

Unit 4- Evolution

Evolution – measuring success – My understanding in an evolutionary environment, the concept of success is notoriously slippery. That how people, life forms, or groups could fare when the surroundings changes are how I'd probably think about assessing evolutionary success in the broadest sense, and statistics like the number of species belonging to a common taxonomic unit or their organic matter over X amount of time comparative to others don't really tell you that.

The Pygmalion effects - To put it another way, the Pygmalion effect is a psychological phenomenon that explains how expectations may influence actions. This lends credence to the self-fulfilling prophecy, the theory that we bring about the reality of others' perceptions of us by our own actions. When a supervisor has a favourable impression of an employee's work, that person's performance tends to improve. This phenomenon is called the Pygmalion effect. The Pygmalion effect takes place when other people's expectations of us force us to behave in ways that are different from what we would normally do. Some people will treat us differently to assist us reach our objectives if they think we have a good chance of succeeding. When others have high hopes for us, we, in turn, work hard to live up to those forecasts (The Decision Lab, n.d.).

Success and Wellbeing - It's true that the definition of success varies from person to person. Feeling confident in one's own abilities is crucial to academic achievement. Having confidence in one's own value and the significance of one's own thoughts and actions are two outcomes of developing a robust sense of identity. The formation of a solid sense of identity and dedication to study are both bolstered by exposure to and participation in schools that are open to all members of the community and that represent that culture.

Poor mental health is increasingly common among students, and a recent analysis of student success variables revealed a need for enhanced services aimed at promoting students' overall health and happiness. As a result, a university-wide online mindfulness intervention was created and made available to students. The outcomes demonstrated the usefulness of these initiatives in reducing anxiety and promoting wellbeing amongst the students (Chung, 2022).

Learning outcome

We will use an outcome space illustrating how we students and working people understand Changemaker to begin outlining the abilities, characteristics, and behaviours connected with each stage of growth. The modelling method will benefit from focus groups comprised of professional staff, and students. As far as the matrix may be used to build learning outcomes and evaluation around different definitions of Changemaker, understanding it will influence programme design. The quality team will be able to identify the Changemaker-related learning activities thanks to this technology, which has consequences for both programme approval and periodic quality review.

Social sector organisations are dynamic non-profit, for-profit, and government agencies established around a mission-focused challenge, and they are recognised for their ability to drive innovation, change, and productivity growth. These skills were traditionally taught in online learning environments through concentrations on social entrepreneurship. The ability

to think creatively, entrepreneurially, and problem solve is highly valued by organisations in the social sector since it is essential to bringing about positive social change and resolving complex problems. Entrepreneurially minded, creative analytical people, social entrepreneurs and innovators are interested in and prepared to tackle some of society's most intractable problems (www.proquest.com, n.d.).

Conclusion

Through our e-learning journeys we have learn how to be creative, how innovations changed our life and what is the creations values. A graduate of the twenty-first century must have global awareness, self-efficacy, and digital literacy to make a meaningful contribution to modern society. The key to cultivating a setting in which students may acquire and use these talents is establishing the connection between their learning and real-world problems that motivate change.

The process and outcomes of digital creating in a global environment have been shown to promote empathic, values-driven, and action-oriented persons, making immersive technology a platform for the development of cultural competencies. The partnerships discussed here were made feasible by the prevalence of digital technologies and the availability of the internet. Students like us that can write and curate material collaboratively, as well as use synchronous and asynchronous communication technologies, file sharing, and multimedia tools, are well-equipped to compete in the global market. With e learning we had a chance to write in a form and express our feeling and thoughts and same time, share our opinions in colleague's writings.

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