



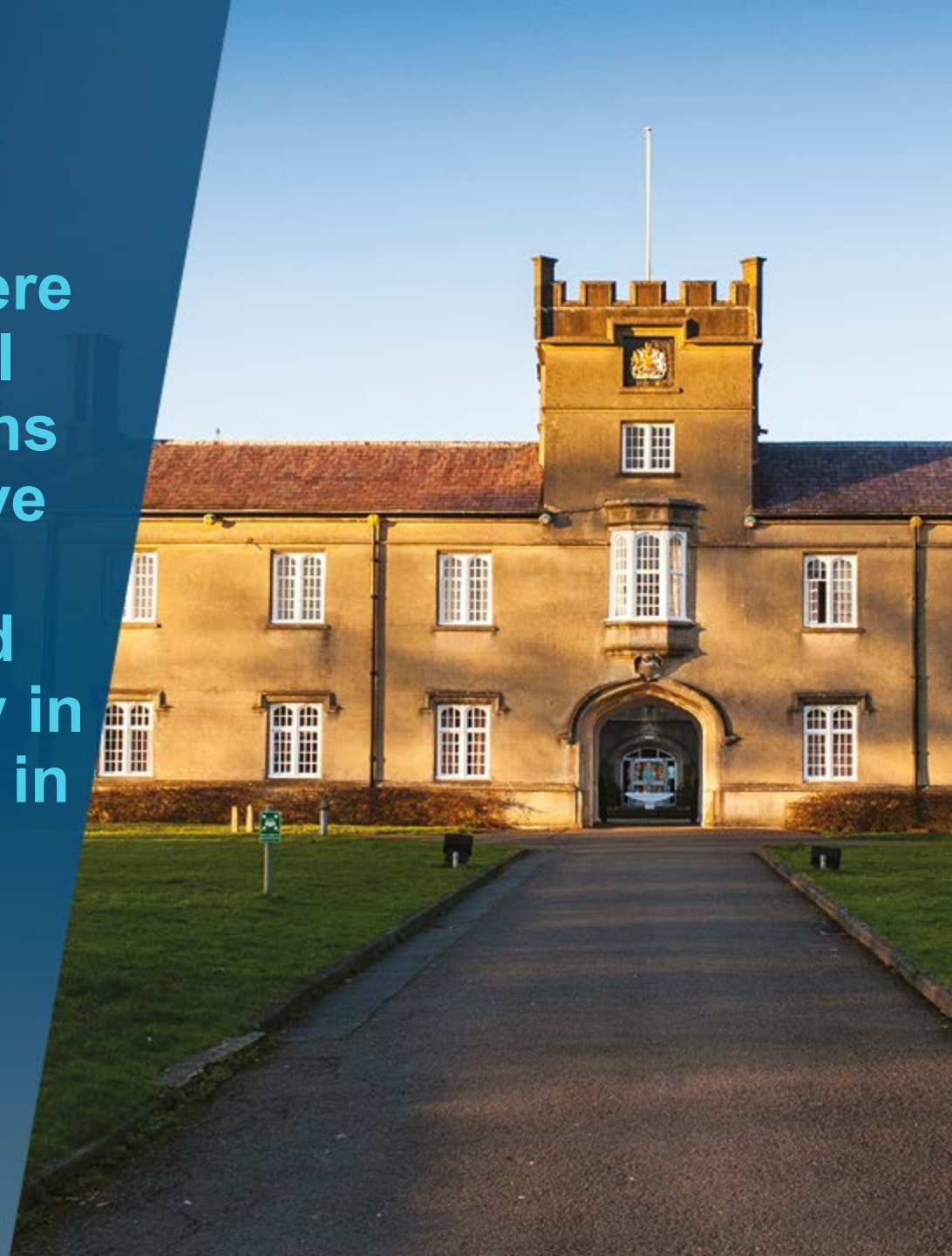
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

What influence is there between using visual notetaking as a means of developing creative thinking, enhancing critical reflection and increasing reflexivity in work-based learners in higher education?

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

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Background and context

Aims and objectives

Indicative review of literature

Proposed methodology

Ethical considerations

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Background and context

NASA and Creativity



**5 years
old**

98%



**10 years
old**

30%



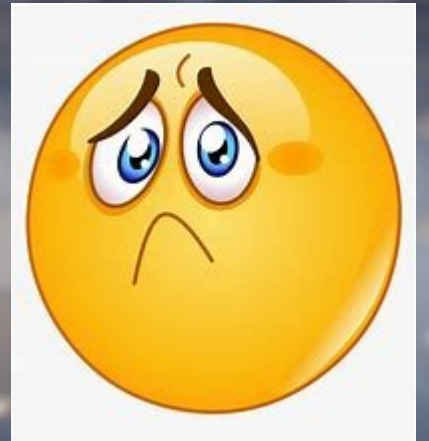


**15
years
old**

12%



>25



Scores in NASA creativity test

Age	No. tested	% “highly creative”
5	1600	98
10	same group	30
15	same group	12
>25	200,000	2

Aims and objectives

- Explore the concept of employing creative pedagogy with adults to investigate different means of supporting their development
- Investigate the benefits and barriers of engaging creatively with adults
- critically assess the value of employing visual notetaking to support reflective practice



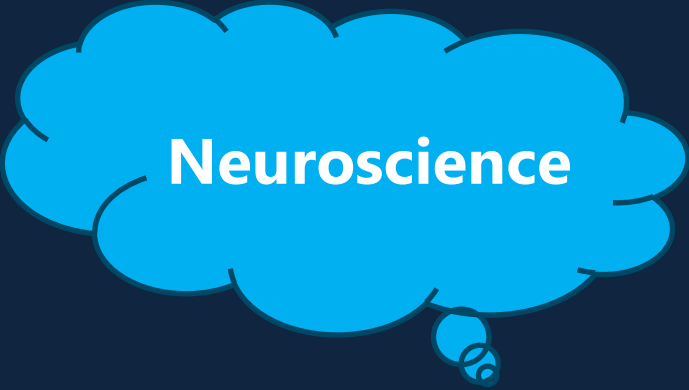
Indicative review of literature



Creativity



**Reflection and
professional
practice**



Neuroscience



**Reflection
in
coaching**

“The skill of the coach...lies in precipitating an understanding (an awakening, perhaps) on the part of the client/coachee – creating a ‘space’ for deeper thought and a more significant reflection on behaviour (Passmore et al, 2017).”

“Creative techniques and a multiplicity of art-based approaches allow the coach to change tactics and apply methods (both spontaneously and intuitively) to both challenge and support the client’s journey of discovery and development.”

Turner, A.F. (2023:7)

"We live the world of our own personal perceptions and are limited by the boundaries of that perceptual world – boundaries that we have put in place ourselves", Peltier (2010:196-197)

"Metaphors help us to understand and to change, and they bypass normal resistance to change... and cause us to notice things that we had never noticed before", Peltier (2010:204)

Metaphors

"The application of a word or phrase to an object or concept that it does not literally denote...can often convey meaning of abstract material as well as...help to explain concepts or processes."

Sousa (2011:156)

Metaphors

A metaphor is a word or phrase that is used to make a comparison between two people, things, animals, or places.

he's a night owl pick your feet up Keep your eyes peeled
The apple of my eye
Come on slow coach
You can't pull the wool over my eyes
A recipe for disaster
the weight of the world on my shoulders
peas in a pod Turning over a new leaf ants in your pants
butter fingers he's a road hog



"So, we need to knock respectfully at the client's metaphorical 'front door', waiting to be invited in rather than barging in and throwing our weight (advice, opinions) around", Finlay (2022:31)

Metaphorical mirror

"Reflective practice involves examining ourselves to see our practice more **visibly** and **giving attention** to what we see...Becoming a **self-aware** professional is a crucial part of **reflexivity**.

The term 'reflection' is a metaphor, likening the practices of introspection and considering one's actions consciously to our common everyday experience of seeing ourselves reflected 'back' to us...reflection permits us to see ourselves as we really are."

Beckett-McInroy (2022)



WHAT IS VISUAL NOTETAKING?

(MY PROCESS)

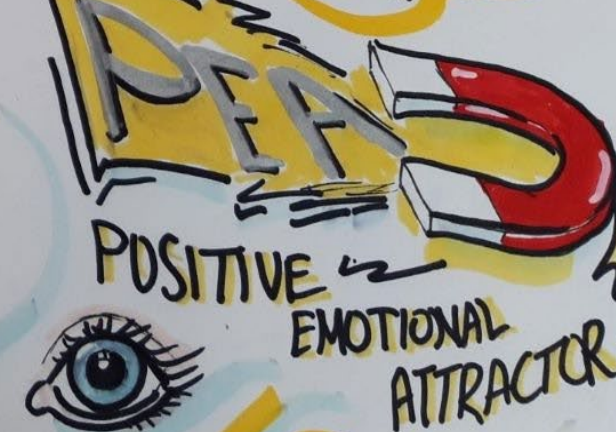
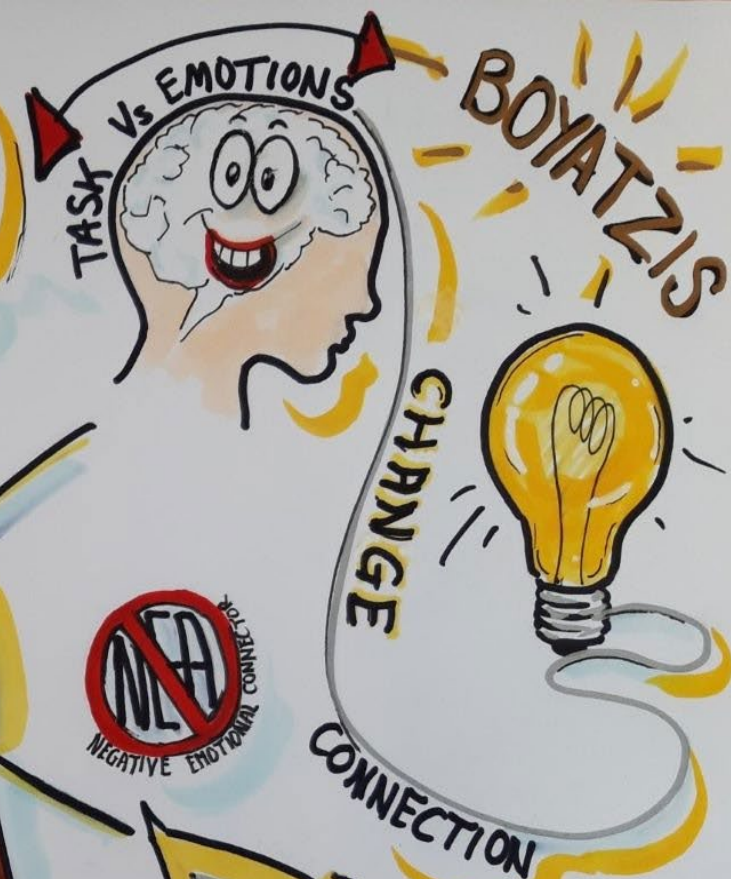


Mindfulness

SOFT *wired*



8 SENSES



BOYATZIS



de Haan et al (2013)
Gonda and Heslop (2014)

EVIDENCE

Cavanagh and Grant (2006)



Greif (2017)

PRACTICE

EVIDENCE



Storjaker et al (1996)
Jones et al (2015)

RELATIONSHIP PIVOTAL

CIPD

RESEARCH



Demystifying



Flourishing Individuals



Grant (2013)

Bob Garvey



SUPERVISION

Flowing and falling of being a coach ~



LICENCED TO COACH
007



25
YEARS

Proposed methodology



Interpretive Phenomenological Analysis

"By placing particular emphasis on the personal coaching experience (phenomenology) and meanings that individuals bring to their coaching experience (hermeneutics and ideography), IPA facilitates a deeper understanding of the phenomenon."

Smith (2011:179)

Ethical considerations



- The researcher is also likely to be developing a close rapport with participants, and should carefully consider and uphold the concept of '*do no harm*', to not exploit the individuals or organisations involved (Hennink et al 2011).
- Confidentiality and protection of data are paramount where organisations and their employees (as participants) will need to be reassured of the safety and security of the above as gathering qualitative data can be "fraught with danger" (Silverman, 2017).



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