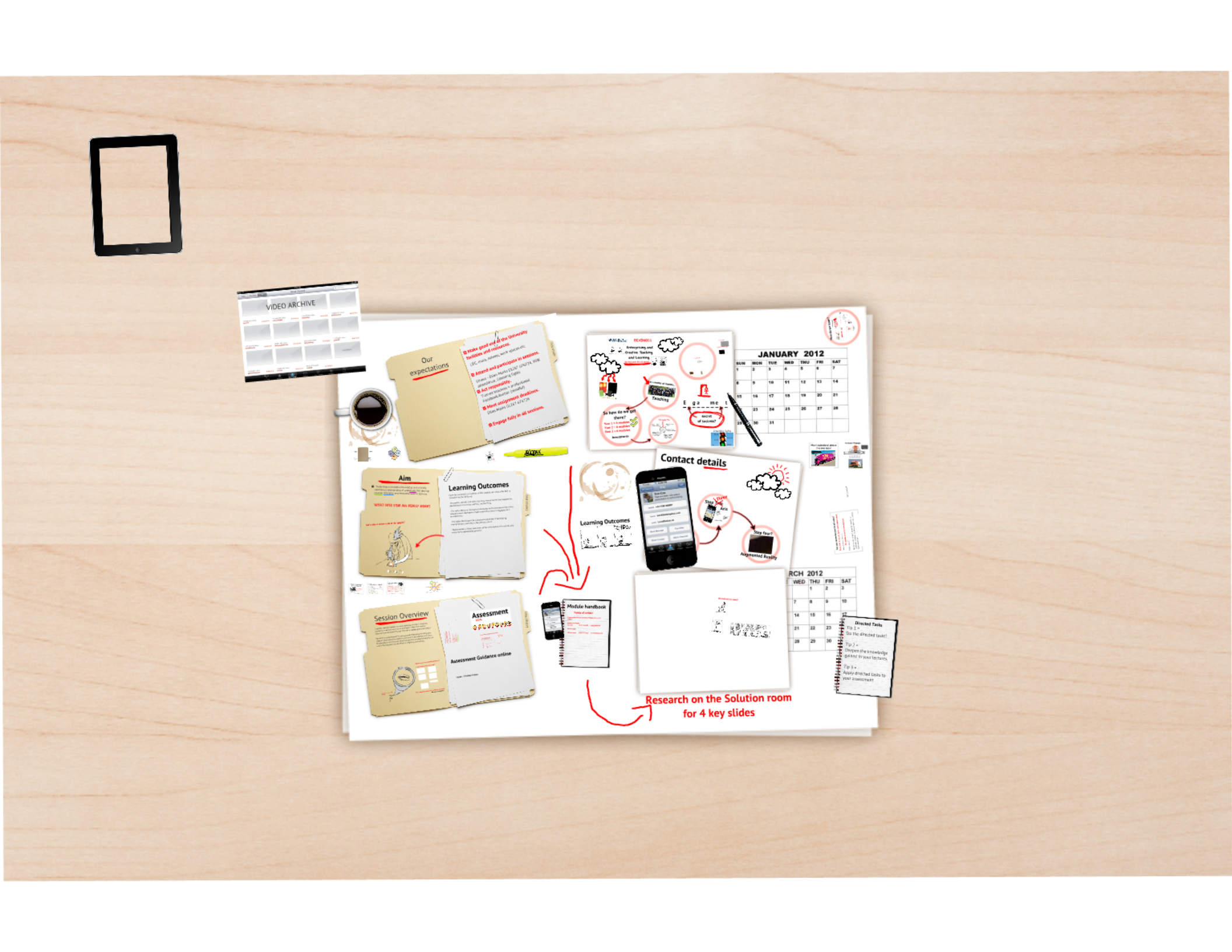

VIDEO ARCHIVE
Our expectations
Aim
Learning Outcomes
Session Overview
Assessment
Assessment Guidance online
Module handbook
Contact details
JANUARY 2012
Research on the Solution room
for 4 key slides

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

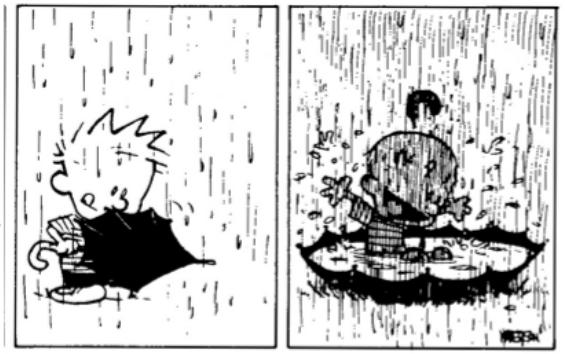
Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD6011



Enterprising and Creative Teaching and Learning

So what does this all mean?



In a matter of months...



Teaching

Can you remember?

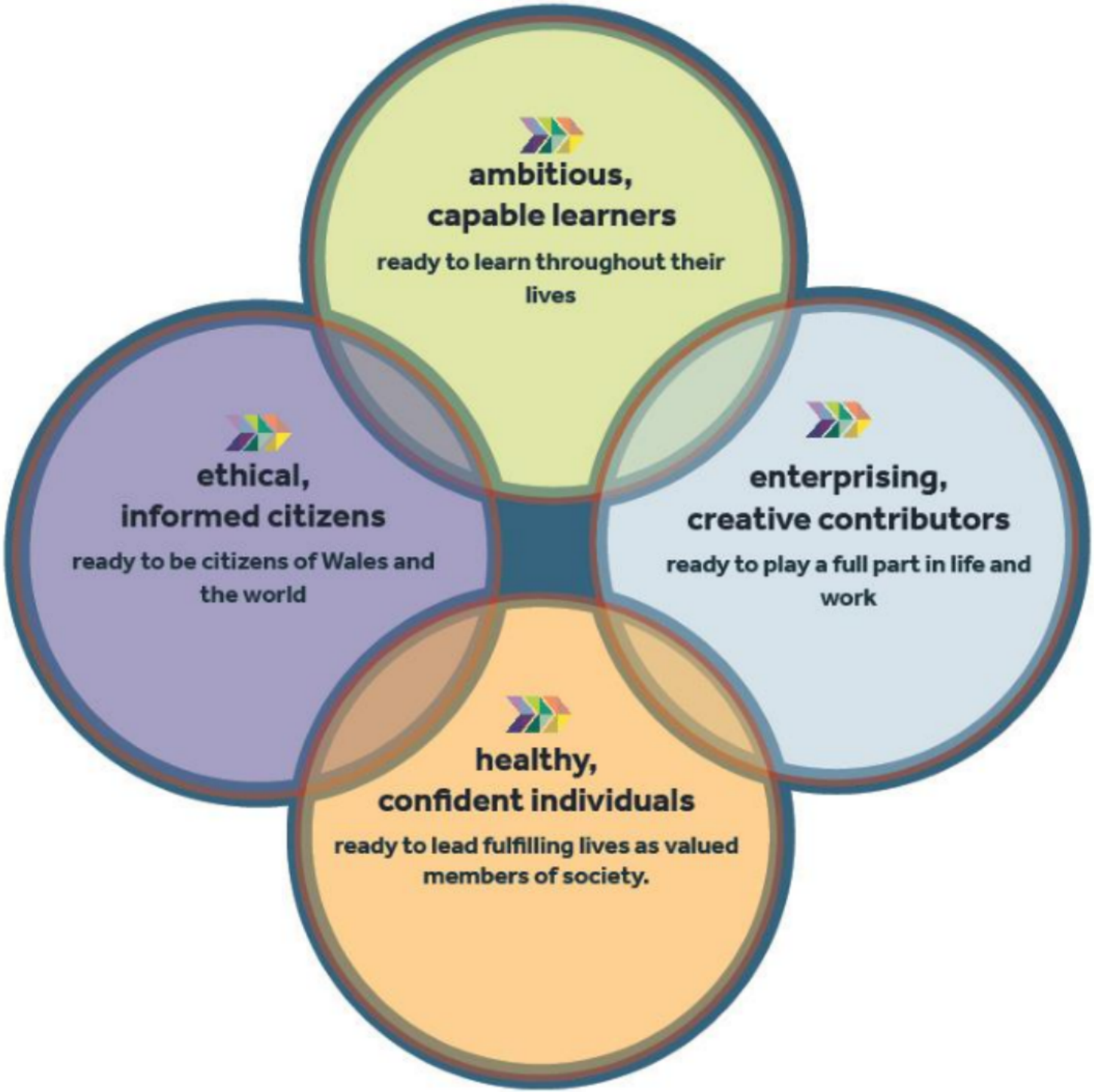
Thick wall it tea of Myrrh seize knots trained

Last year you spent a few moments trying to remember a group of words.

Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?


ambitious,
capable learners
ready to learn throughout their lives
ethical,
informed citizens
ready to be citizens of Wales and the world
enterprising,
creative contributors
ready to play a full part in life and work
healthy,
confident individuals
ready to lead fulfilling lives as valued members of society.

Learning Outcomes



and critically
ies that develop
lls in learners.

LLY MEAN?

Learning Outcomes

Upon the successful completion of this module, you should be able to demonstrate the ability to:

· Recognise, identify and select learning environments that support the development of creative learning and teaching.

· Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments.

· Critically reflect upon the educational potential of developing enterprise and creativity in the primary school.

· Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.

CASE-STUDY2

Learning Outcomes

Upon the successful completion of this module, you should be able to demonstrate the ability to:

· Recognise, identify and select learning environments that support the development of creative learning and teaching.

· Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments.

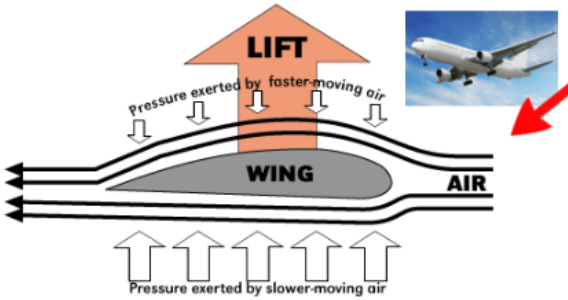
· Critically reflect upon the educational potential of developing enterprise and creativity in the primary school.

· Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.

Most inspirational picture I've ever seen!



Bernoulli Principle



Educational Theory



Keep in mind your classroom

Can you remember?

Creativity game 1



How could you use a children's board game/ toy in a different way in the class room?


The Classic Mystery Face Game
GUESS WHO?




GENUINE HARDWOOD
Jenga
GIANT
STACKS TO 4 FEET...
AND HIGHER!
jenga.com


1+2+4=
7+8-2=
4-1+10=
Jenga
7+3=
BONUS
6+5+3=

Session Overview

Together, we will deepen our understanding of what is meant by creativity in learners and how to develop it within the primary classroom environment through innovative pedagogical approaches.

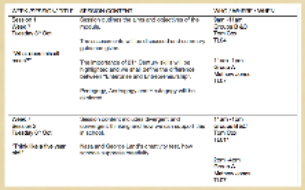
You will not only discover the background, theoretical thinking and research that underpins creativity, innovation and enterprising skills, but also learn and critically reflect on practical strategies that you can use in the classroom to aid effective teaching and learning.

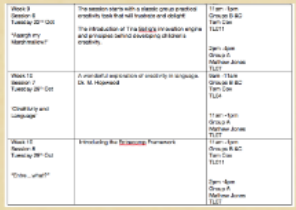
Let's take a look at the session overview.

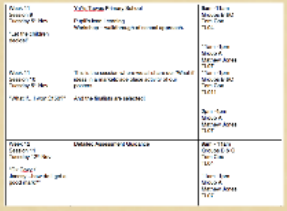


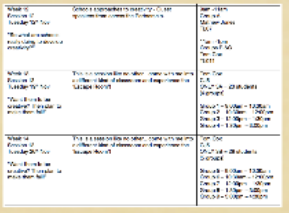
Which sessions are you looking forward to?

Is there a session you don't need?

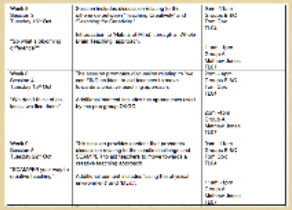


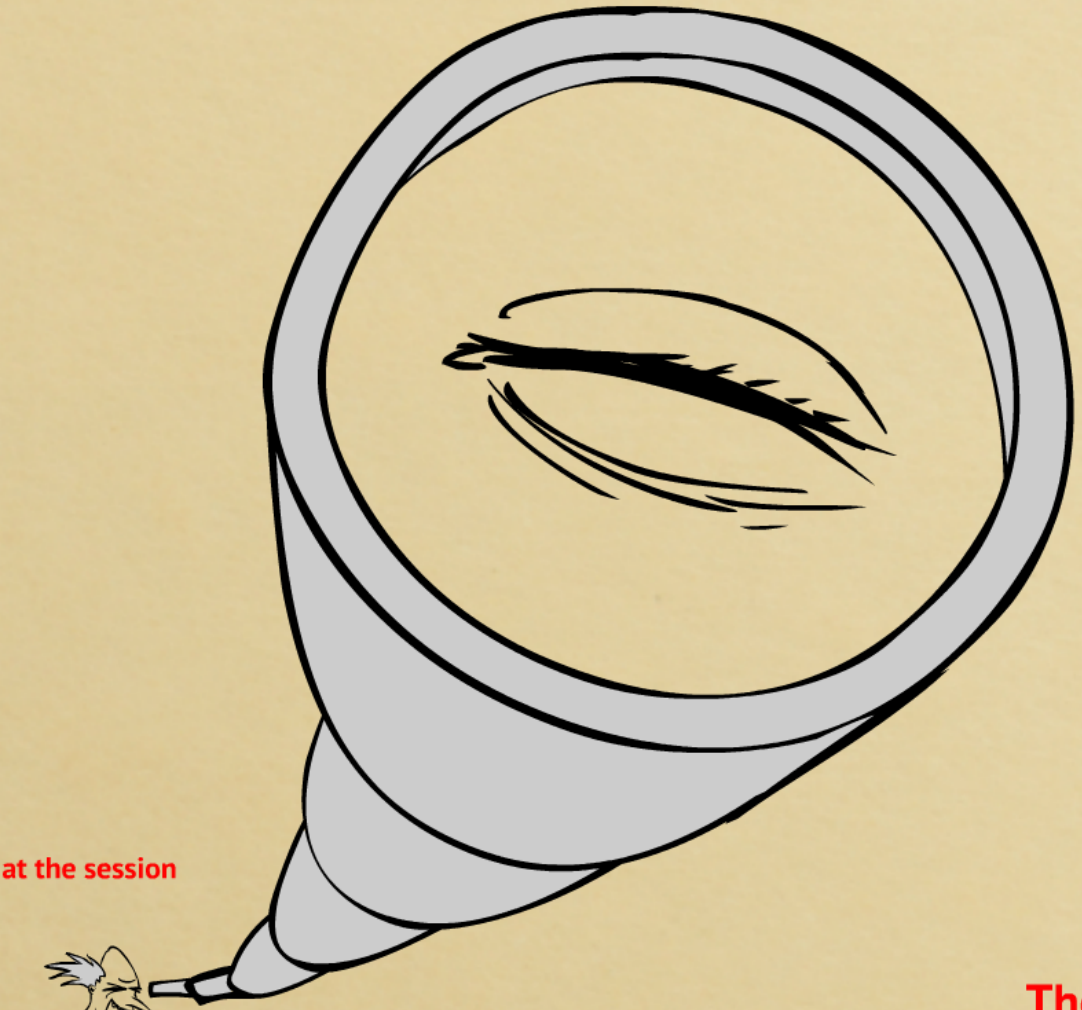












The outstanding trainee will get head of the game!

This leads us nicely to...

WEEK /SESSION/ TITLE	SESSION CONTENT	WHO / WHERE / WHEN
Session 1 Week 7 Tuesday 8th Oct "What does this all mean?"	Session outlines the aims and objectives of the module. The assessments will be discussed and summary guidance given. The importance of 21st Century skills will be highlighted and we shall define the difference between "Enterprise and Entrepreneurship". Pedagogy, Andragogy and Heutagogy will be explored.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 7 Session 2 Tuesday 8th Oct "Think like a five year old!"	Session content includes divergent and convergent thinking and how we can support this in school. Nasa and George Land's creativity test, how schools suppress creativity.	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07

Week 8 Session 3 Tuesday 15th Oct "So what's blooming difference?"	Session includes discussion relating to the difference between 'Teaching Creatively' and 'Teaching for Creativity.' Introduction to 'Habits of Mind' through a 'Whole Brain Teaching' approach.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 8 Session 4 Tuesday 15th Oct "We don't think of an idea…we find them!"	The session promotes discussion relating to 'we can FIND an idea' to aid teachers to move towards a creative teaching approach. Additional content includes the approaches used by the pop group OKGO.	2pm – 4pm Groups B &C Tom Cox TL04 2pm -4pm Group A Mathew Jones TL07
Week 9 Session 5 Tuesday 22rd Oct "SCAMPER your way to creative teaching"	This session provides content that promotes discussion relating to the candle challenge and SCAMPER to aid teachers to move towards a creative teaching approach. Additional content includes 'using the physical environment' and 'Myst'.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07

Week 9 Session 6 Tuesday 22nd Oct "Aaargh my Marshmallow!"	The session starts with a classic group practical creativity task that will frustrate and delight! The introduction of Tina Sellig's innovation engine and principles behind developing children's creativity.	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07
Week 10 Session 7 Tuesday 29th Oct 'Ctre8tivity and Language'	A wonderful exploration of creativity in language. Dr. M. Hopwood	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 10 Session 8 Tuesday 29th Oct "Entre…what?"	Introducing the Entrecomp Framework	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07

Week 11 Session 9 Tuesday 5th Nov "Let the children decide!"	YnYs Tawes Primary School Pupil's lead Learning Workshop – walkthrough of school approach.	9am -11am Groups B &C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07
Week 11 Session 10 Tuesday 5th Nov "What if…I won £150?"	This is the session where we all share our 'What if' ideas in a marketplace place activity of our posters. And the finalists are selected!	11am -1pm Groups B &C Tom Cox TL011 2pm -4pm Group A Mathew Jones TL07
Week 12 Session 11 Tuesday 12th Nov "Ok Coxy / Jonesy…how do I get a good mark?"	Detailed Assessment Guidance	9am - 11am Groups B & C Tom Cox TL04 11am -1pm Group A Mathew Jones TL07

Week 12 Session 12 Tuesday 12th Nov "So what are schools really doing to develop creativity?"	Schools approaches to creativity - Guest speakers from across the Partnership.	9am -11am Group A Mathew Jones TL07 11am -1pm Groups B &C Tom Cox TL011
Week 13 Session 13 Tuesday 19th Nov "Want them to be creative? Then plan to make them fail!"	This is a session like no other…come with me into a different kind of classroom and experience the 'Escape Room'!	Tom Cox CJ5 ONLY 3A = 23 students (4 groups) Group 1 – 9:00am – 10:30am Group 2 – 10:30am – 12:00pm Group 3 – 12:00pm – 1:30pm Group 4 – 1:30pm – 3:00pm
Week 14 Session 13 Tuesday 26th Nov "Want them to be creative? Then plan to make them fail!"	This is a session like no other…come with me into a different kind of classroom and experience the 'Escape Room'!	Tom Cox CJ5 ONLY 3B = 28 students (5 groups) Group 5 – 9:00am – 10:30am Group 6 – 10:30am – 12:00pm Group 7 – 12:00pm – 1:30pm Group 8 – 1:30pm – 3:00pm Group 9 – 3:00pm – 4:30pm

		Group 9 – 3:00pm – 4:30pm

Wednesday 27th Nov "Want them to be creative? Then plan to make them fail!"	This is a session like no other…come with me into a different kind of classroom and experience the 'Escape Room'!	Tom Cox CJ5 ONLY 3C = 21 students (4 groups) Group 10 – 9:00am – 10:30am Group 11 – 10:30am – 12:00pm Group 12 – 12:00pm – 1:30pm Group 13 – 1:30pm – 3:00pm

Assessment

100%

MODULE CODE: ECAD6011

Enterprising and Creative Teaching and Learning

ASSESSMENT TYPE: ASSIGNMENT

ASSESSMENT/COMPONENT: 1

COMPONENT WEIGHTING: 100%

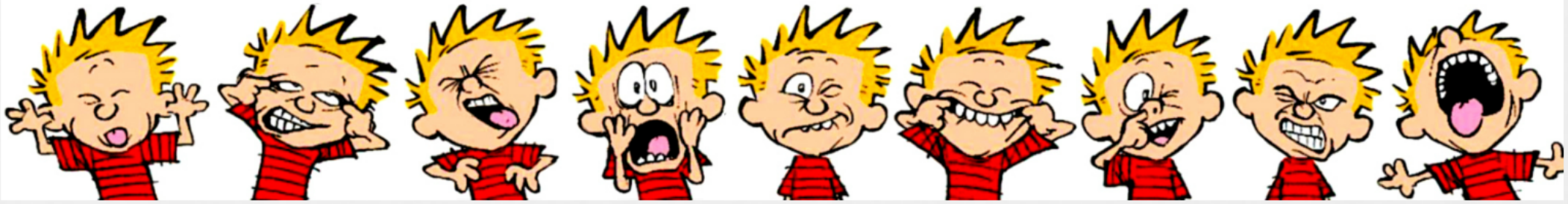
WORD COUNT: 5000 WORDS

Assignment Title:

Utilising the Entrecomp Framework, critically evaluate your own creativity and enterprise skills and consider how you might be able to develop the creative and enterprising skills of primary learners through your own pedagogy.

SUBMISSION DETAILS: 13/1/20

Detailed assessment guidance can be found on the module Moodle page.



Things we are looking for when marking...

MODULE CODE: ECAD6011

Enterprising and Creative Teaching and Learning

ASSESSMENT TYPE: ASSIGNMENT

ASSESSMENT/COMPONENT: 1

COMPONENT WEIGHTING: 100%

WORD COUNT: 5000 WORDS

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Detailed assessment guidance can be f

Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?

Valuable outcome

Imagination



Original result

Purpose behind the activity

Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?

Are we thinking about the same thing?



NOT FOCUS

Entrepreneurship education



FOCUS

Enterprise education





Creativity

Are we thinking about the same thing?



FOCUS

Enterprise education

The process of equipping learners with an enhanced capacity to generate ideas and the skills to make them happen.





NOT FOCUS

Entrepreneurship education





equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business.

ut the same thing?



Enterprise education



knowledge,
to apply these

The process of equipping learners with an enhanced capacity to generate ideas and the skills to make them happen.

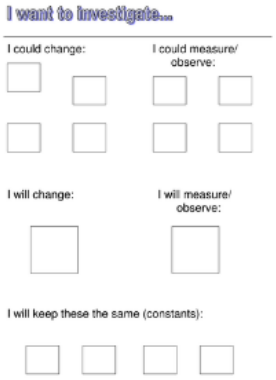
What areas of learning could we develop children's ability to generate ideas?

Science





Design Technology





Aim

- · To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

WHAT DOES THIS ALL REALLY MEAN?

Is there one type of 'gogy'?



Pedagogy

Andragogy

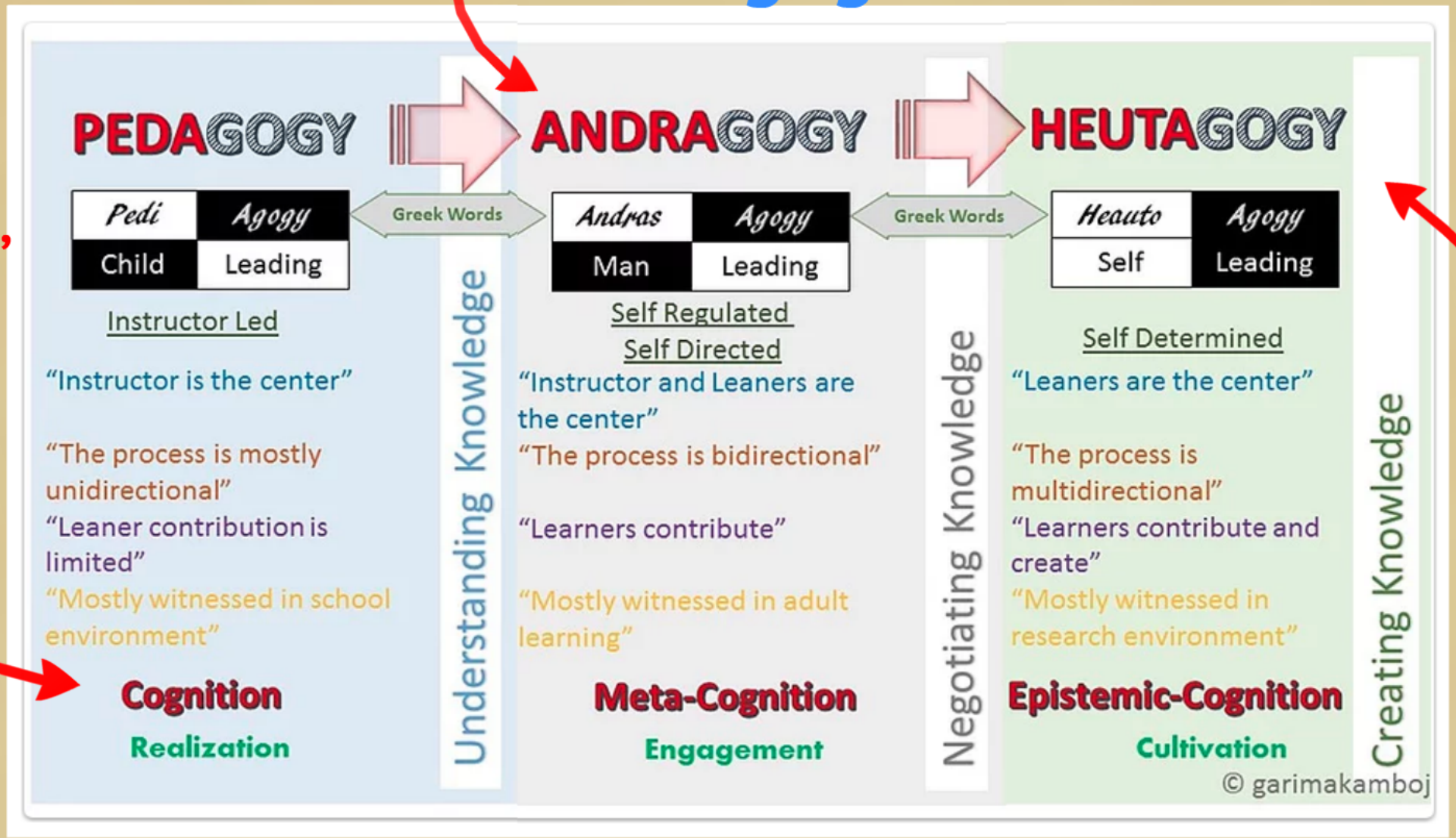
Heutagogy

Let's take a closer look at da 'gogies'.



progress when they are engaged in these first-order t

The 3 'gogies'

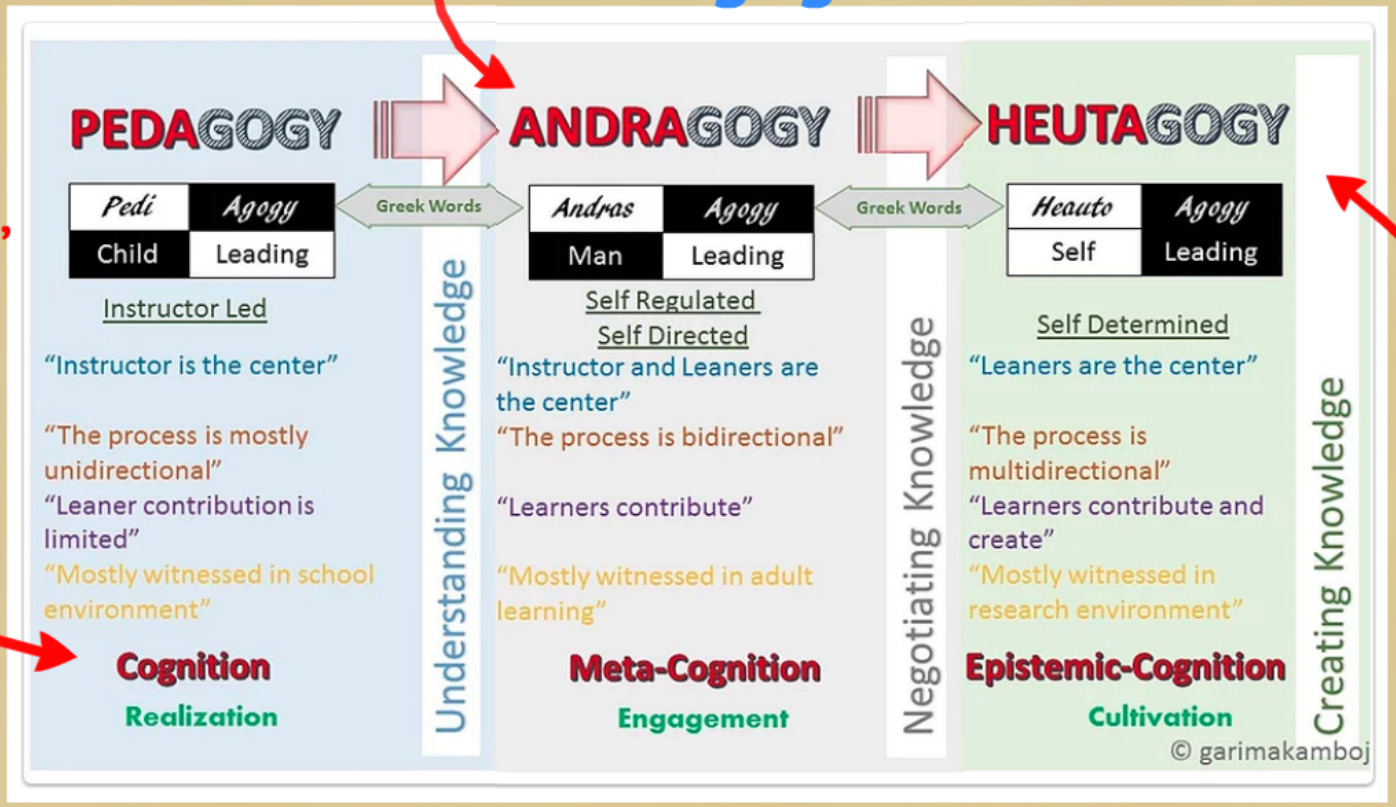


third level, epistemic cognition, individuals reflect on the limits of knowi
ty of knowing, and criteria of knowing. Epistemic assumptions influence
uals understand the nature of problems and decide what kinds of strateg

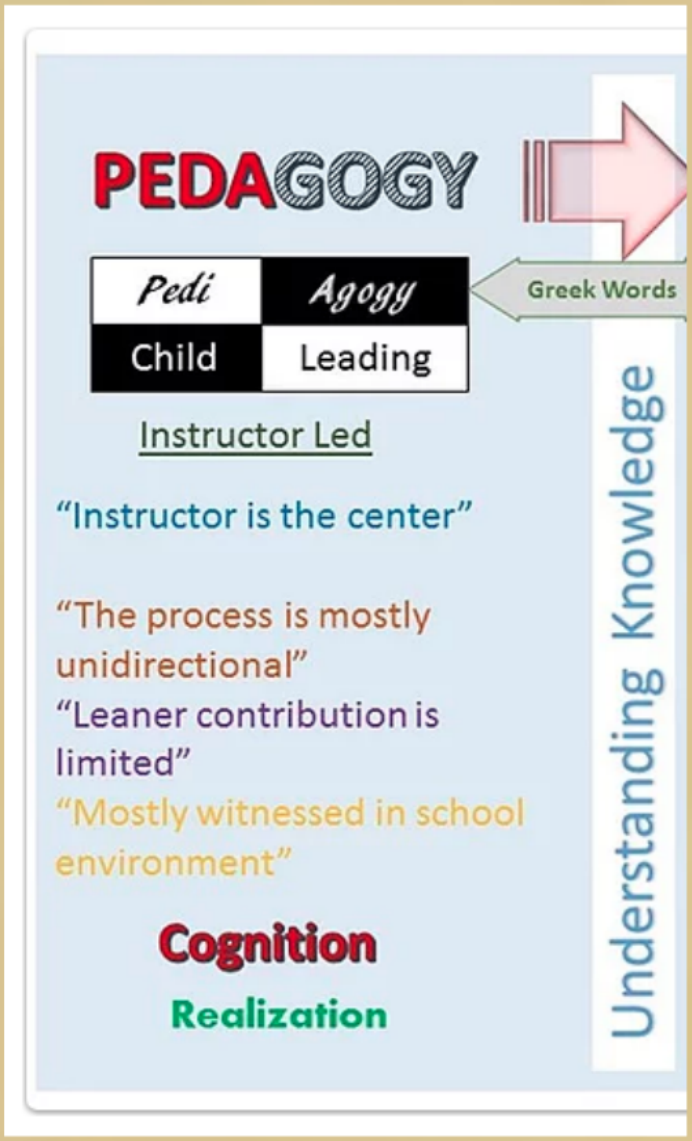
At the first level, cognition, individuals compute, memorise, read, perceive, solve problems, etc.

At the second, metacognitive level, individuals monitor their own progress when they are engaged in these first-order tasks.

The 3 'gogies'



At the third level, epistemic cognition, individuals reflect on the limits of knowing, the certainty of knowing, and criteria of knowing. Epistemic assumptions influence how individuals understand the nature of problems and decide what kinds of strategies are appropriate for solving them.



The learner is like a child.

They don't mind the control and regulation of the pedagogical environment. In fact, they need for many reasons, a controlled environment to study in.

Teacher in control of planning, evaluating, identification of needs and formulation of objectives.

Subject centered delivery of information.

Formal and authoritative climate.

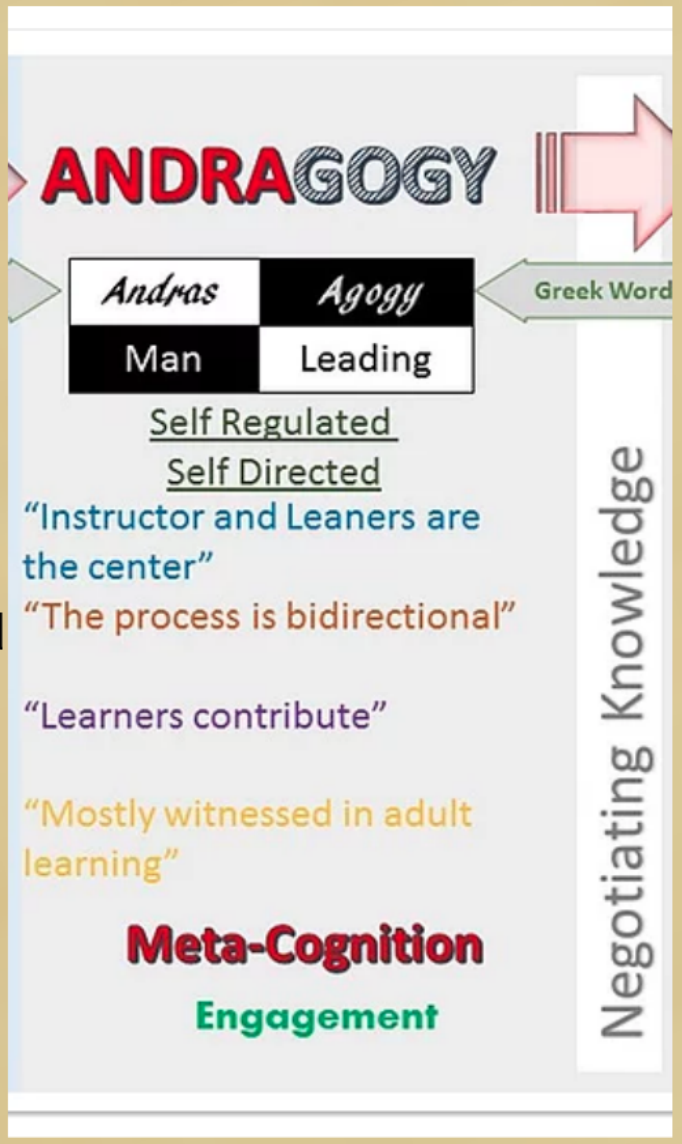
Not usually conducive to developing self-directed learning (Learner looks to teacher).

Learner prefers to take the responsibility of regulating himself.

They most likely want to be in the driver's seat in the learning process.

This leads to a less controlled learning environment where the educator and the learner exchange knowledge.

Climate of mutual respect and collaboration.



Planning, evaluating, identification of needs and objectives are negotiated.

Problem solving approach to the delivery of information.

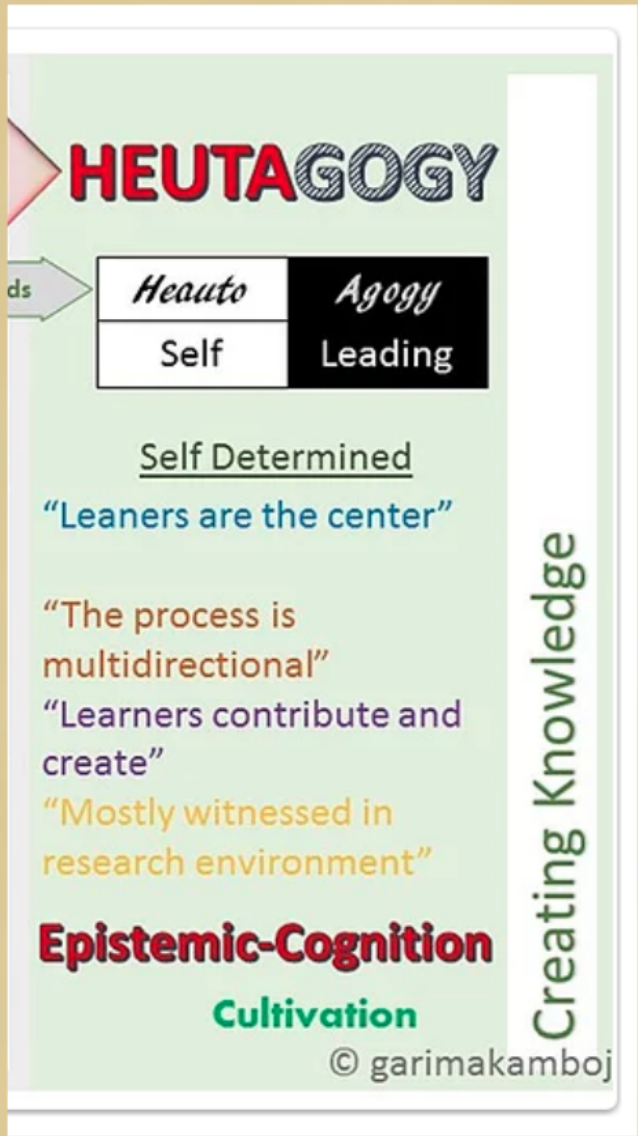


Malcolm Knowles

A completely different level of learning is attained when the learner becomes the leader.

They decide the direction, their motivation and their method.

They engage in an exploration of the context. They embark upon the journey of knowledge creation.



(Stephenson, 1994 as cited in McAuliffe et al., 2008, p. 3; Hase & Kenyon, 2000, 2007).

In self-determined learning, it is important that learners acquire both competencies and capabilities

'Proven ability in acquiring knowledge and skills'

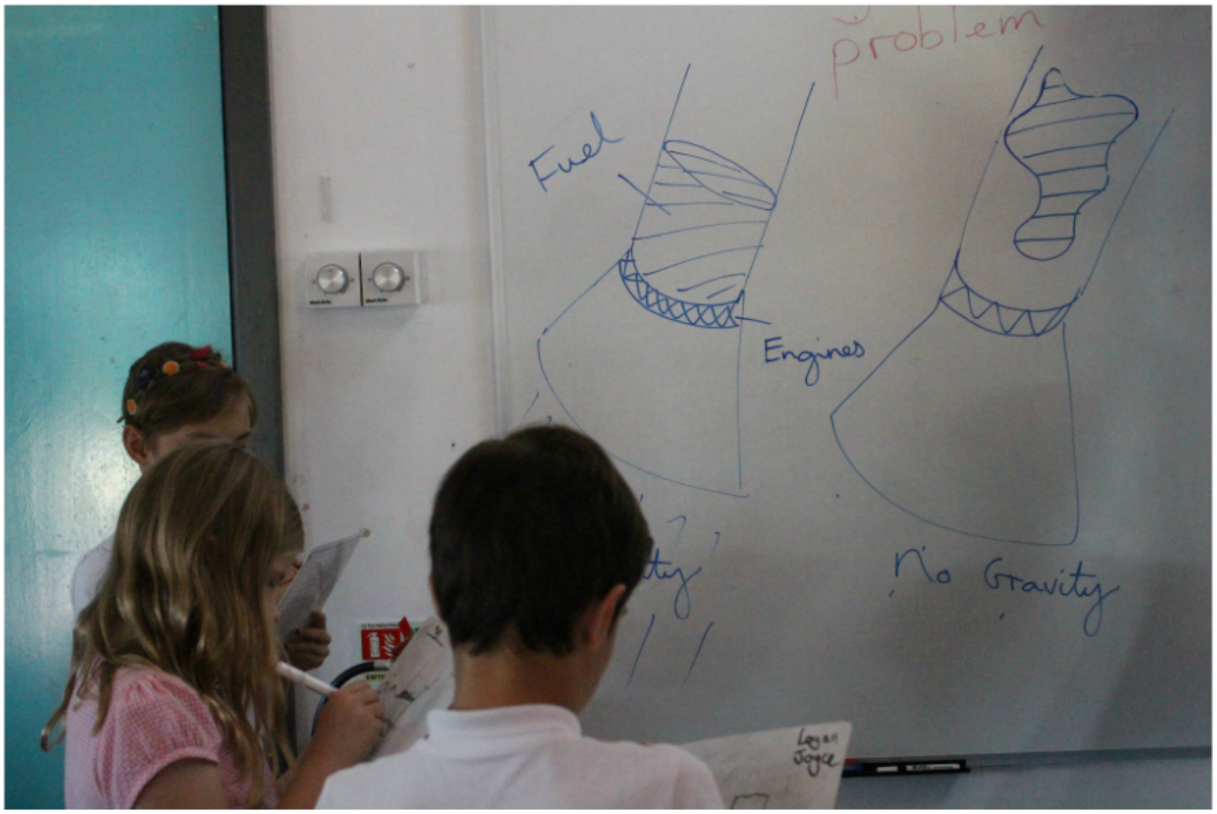
learner confidence in their competency and, as a result, the ability "to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings"

Capable people exhibit the following traits:

self-efficacy, in knowing how to learn and continuously reflect on the learning process; communication and teamwork skills, working well with others and being openly communicative; creativity, particularly in applying competencies to new and unfamiliar situations and by being adaptable and flexible in approach.

Creative Game 2





Brainstorm individually first?

Productivity Loss in Brainstorming Groups: A Meta-Analytic Integration (or why group brainstorming is a bad idea)

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Y Drindod Dewi Sant
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