WBT - part 1
Class, class...yes, yes!
+ scoreboard

WBT - 'Teach - OK!"
part 2 As teach Bs

WBT - part 3
Bs teach As
Gestures!

WBT - part 4
"Switch"





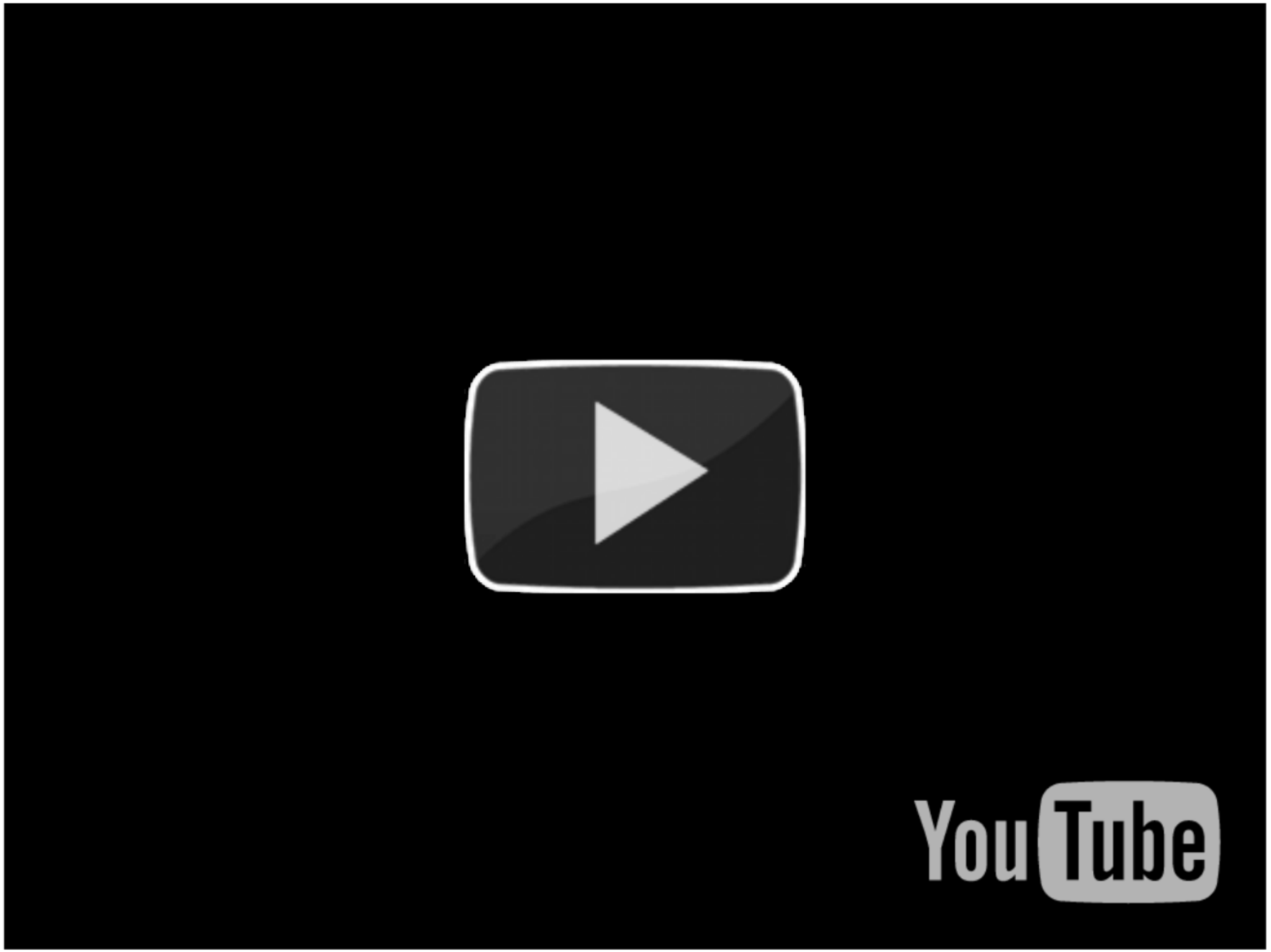











YouTube

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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD6004

Teaching Creatively...18 mins of marshmallow fun!

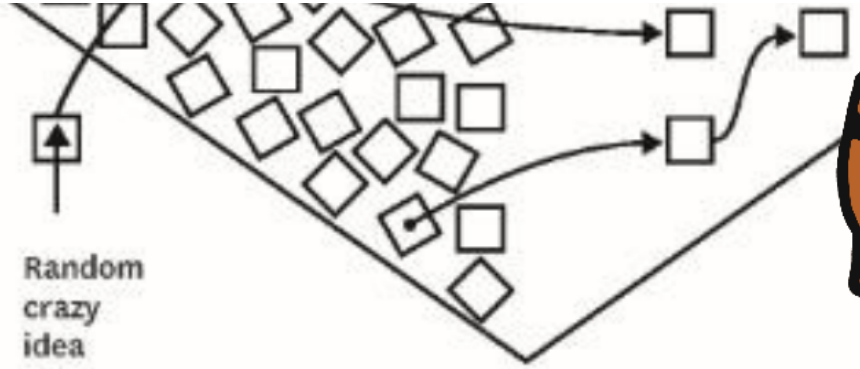
Time to make connections and go deeper with some of our previous learning!

Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education

“Creativity can
solve almost any problem.
The creative act, **the defeat
of habit by originality**
overcomes everything.”

George Lois









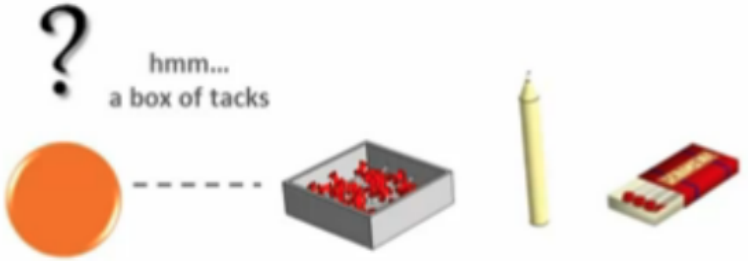
Teaching Creatively

'using imaginative approaches to make learning more interesting and effective' (ibid. p. 89).

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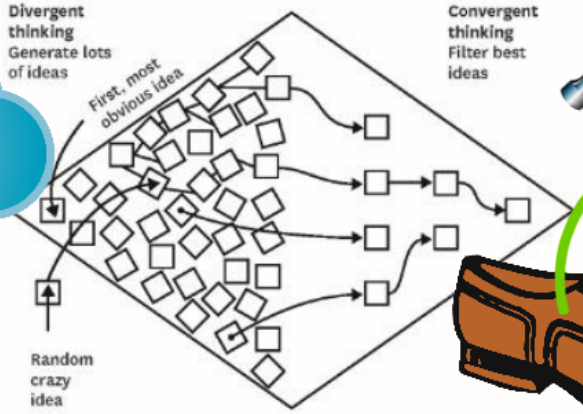




Substitute
Combine
Adapt
Modify/Distort
Put to other purposes
Eliminate
Rearrange/reverse













Teaching Creatively

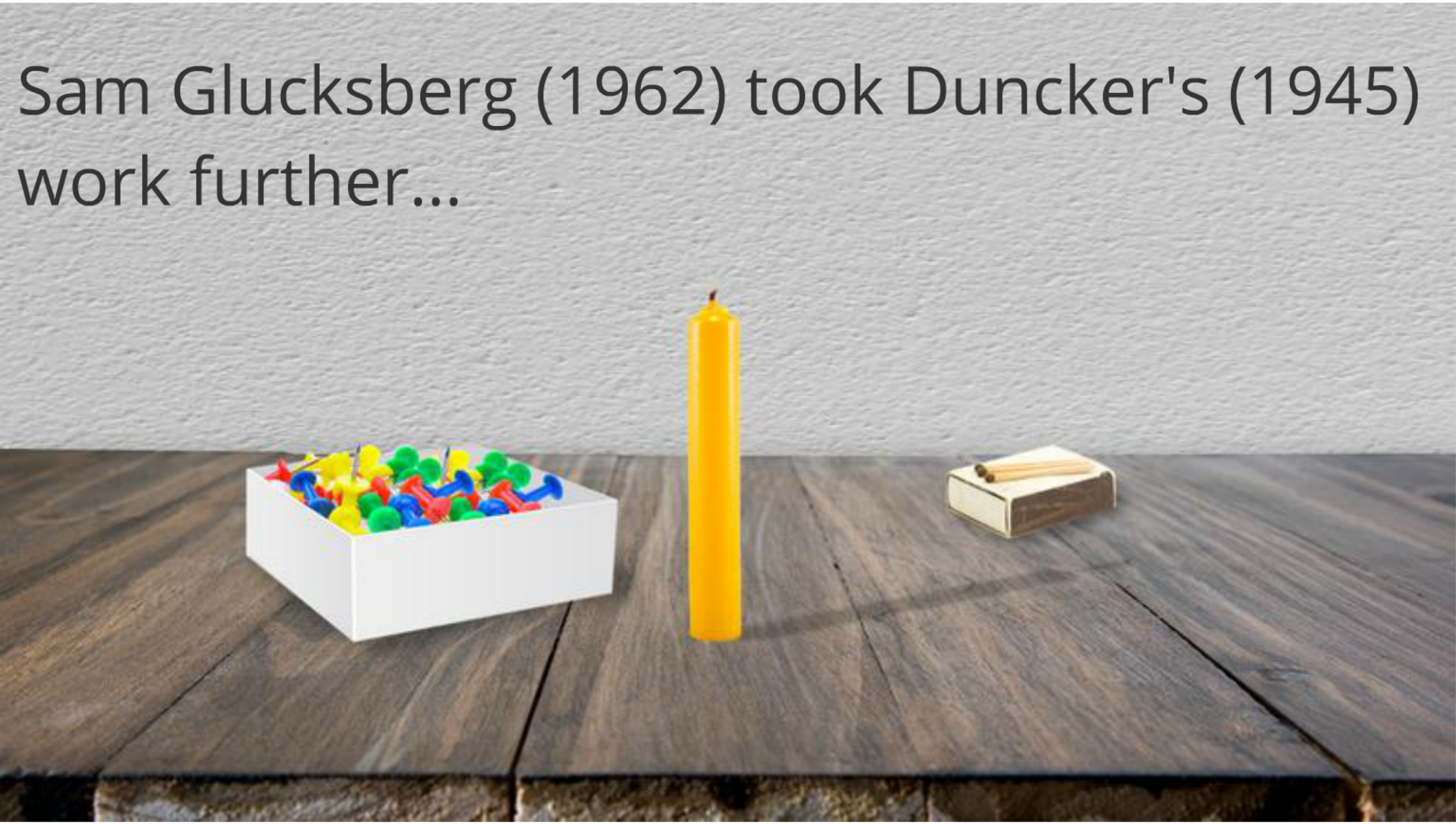
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Sam Glucksberg (1962) took Duncker's (1945) work further...



Group 1



Fastest Time  $150

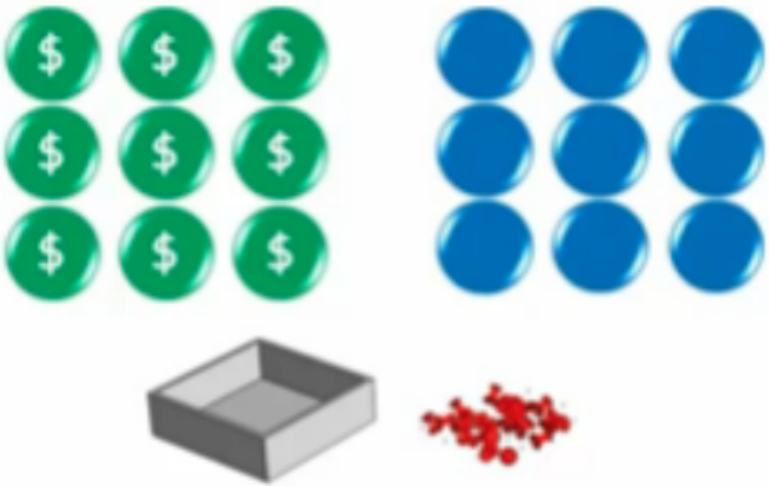
Top 25%  $40

Group 2

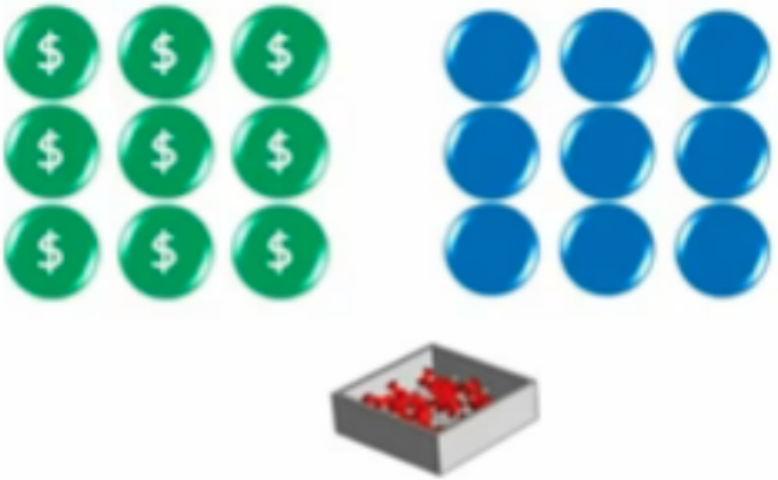


No monetary reward

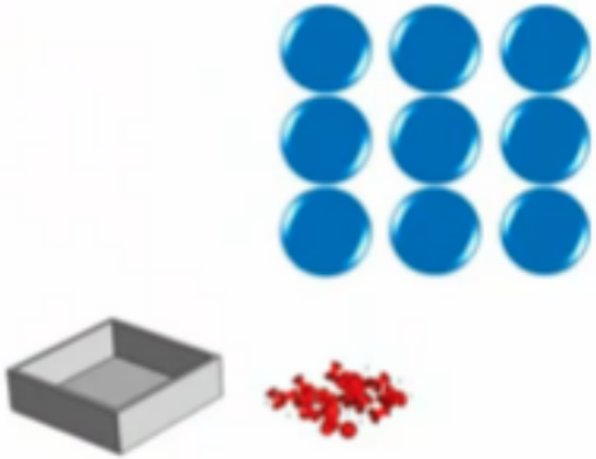
Simple Version



Complex Version

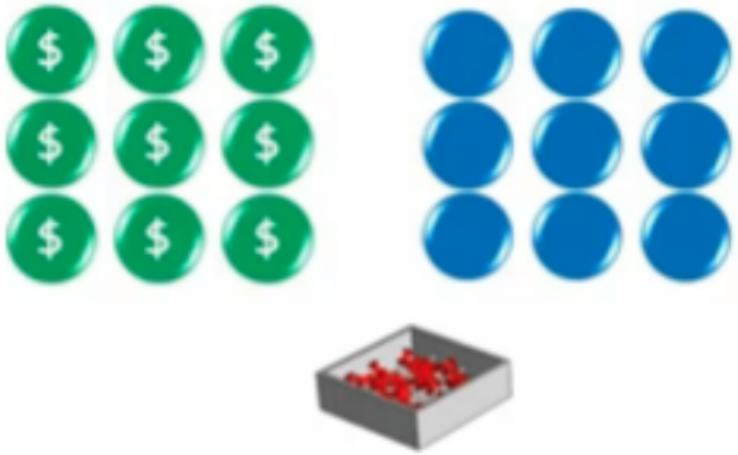


Simple Version

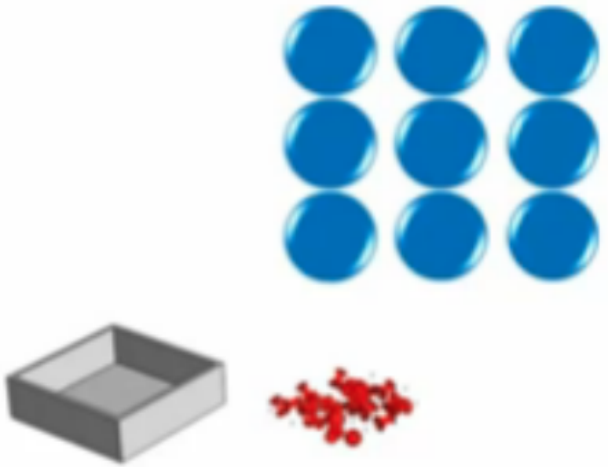




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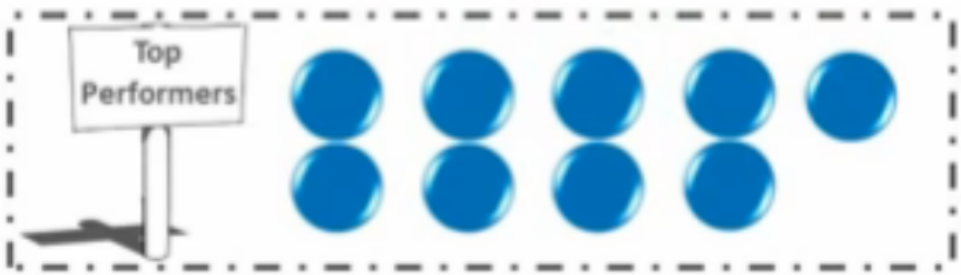
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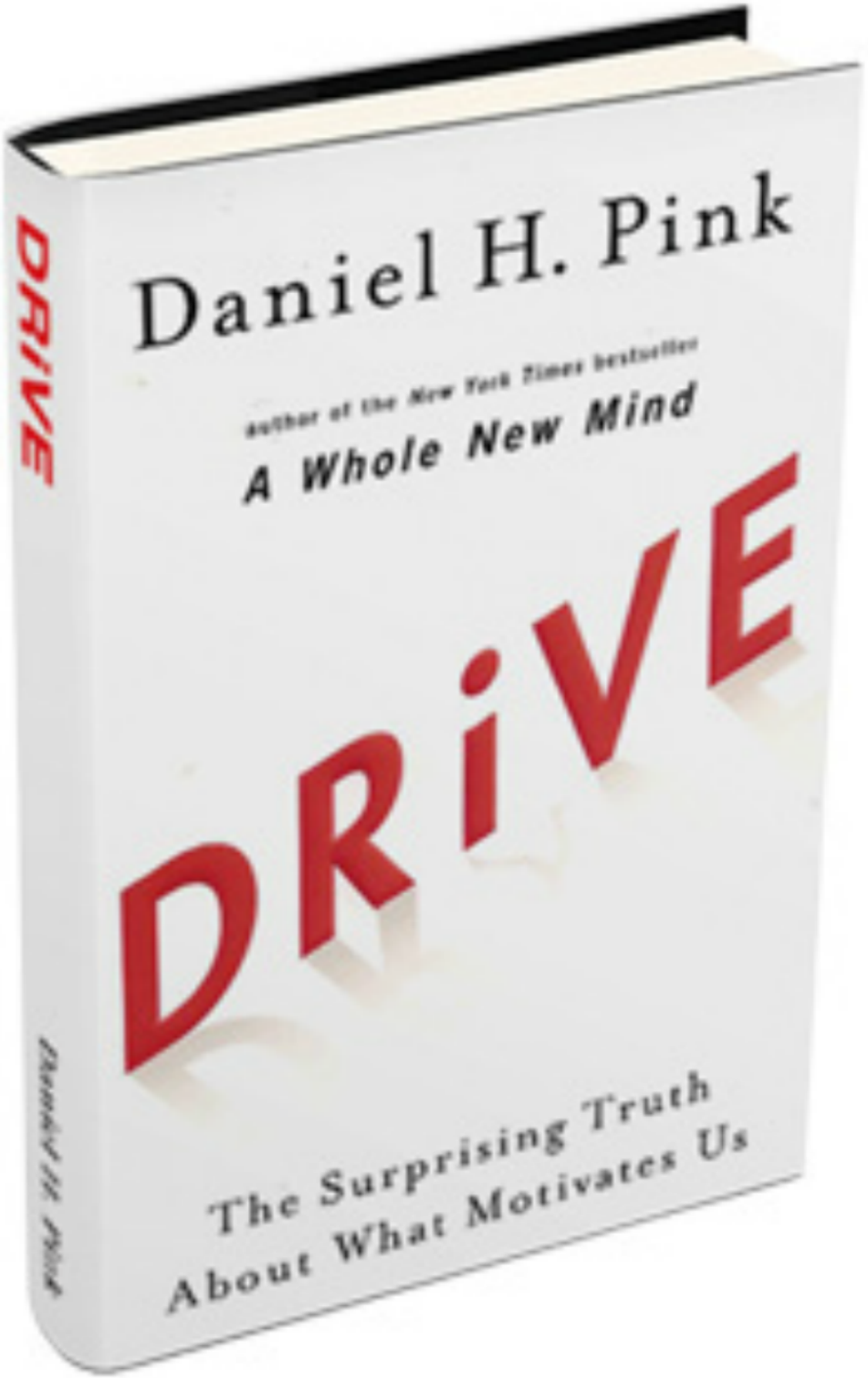




Complex Version






DRIVE
Daniel H. Pink
author of the New York Times bestseller
A Whole New Mind
DRiVE
The Surprising Truth
About What Motivates Us
Daniel H. Pink

AUTONOMY

* meaningful choice
* understand why learning/doing
* work at own pace
* control over learning

MASTERY

* mastery is mindset
* learning for life
* not learning for exam
* desire to truely understand

PURPOSE

* "what are we doing this for?"
* higher purpose
* more than just grades

Good ☺



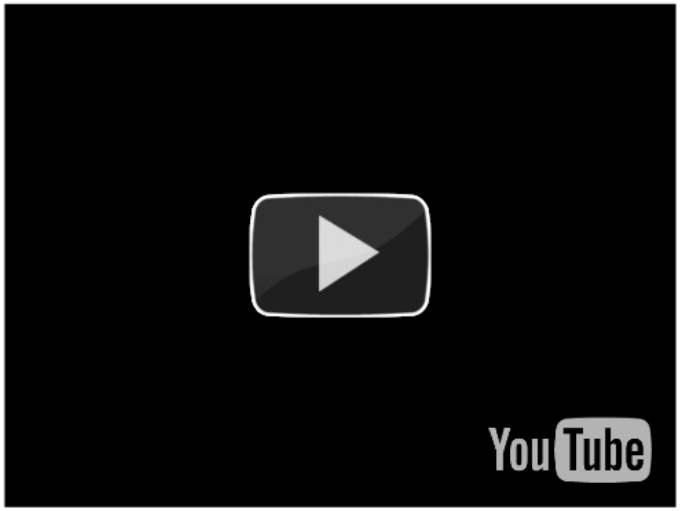
Incentive programs must be a smaller proportion of your influence strategy than ***Autonomy, Mastery, Purpose*** if you want to have motivated, engaged and directed audiences.



Incentive programs become dangerous tools when they overshadow the true internal motivational needs of the audience.

Bad ☹

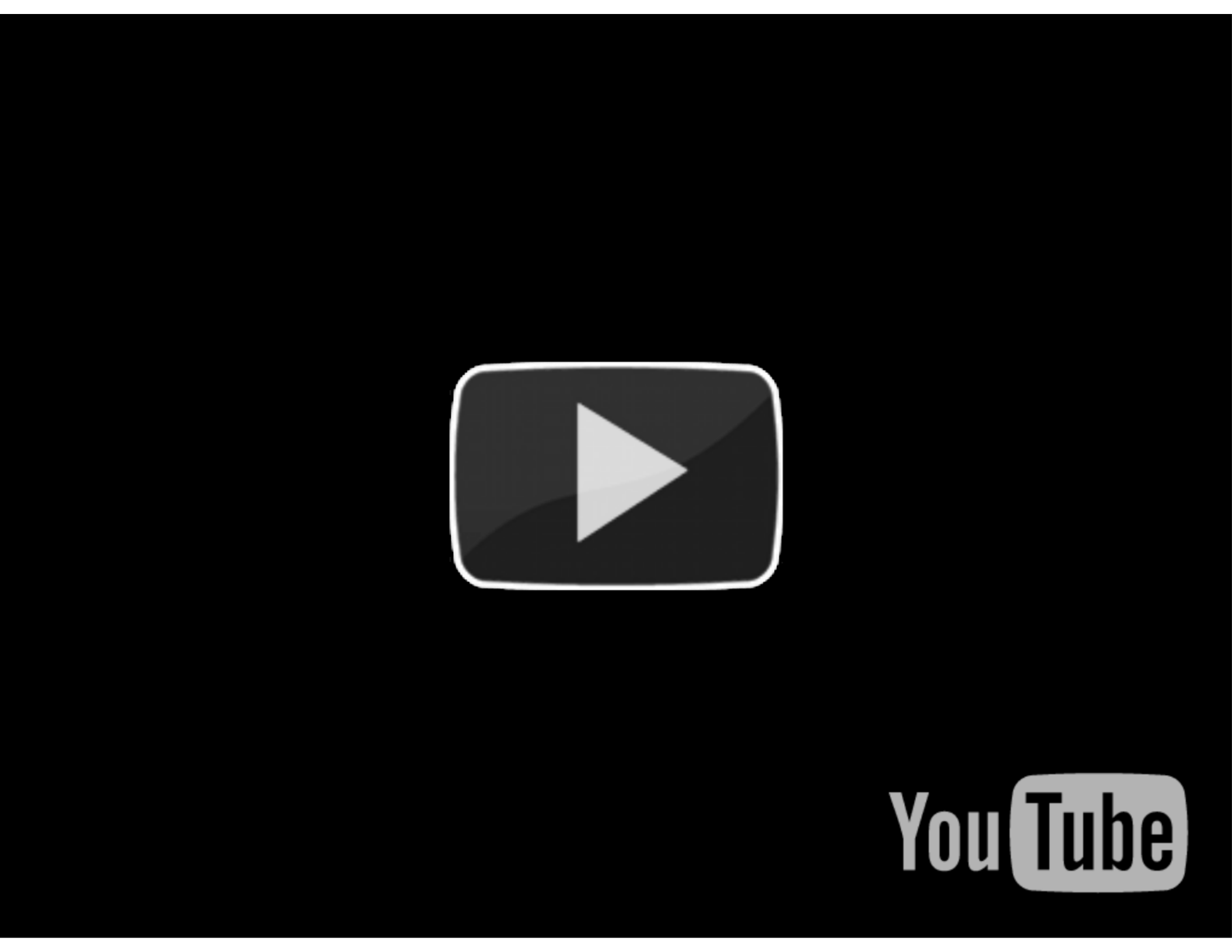

YouTube

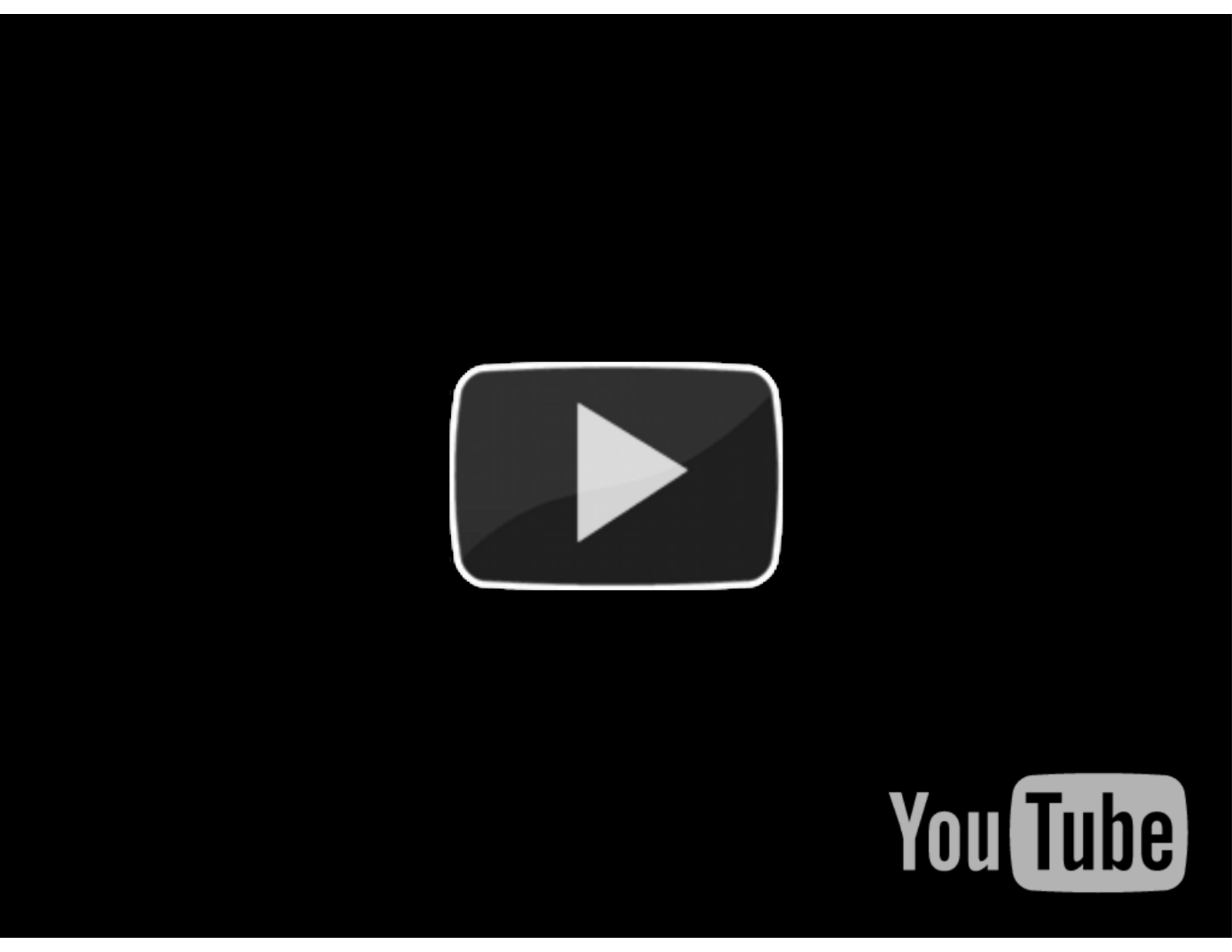

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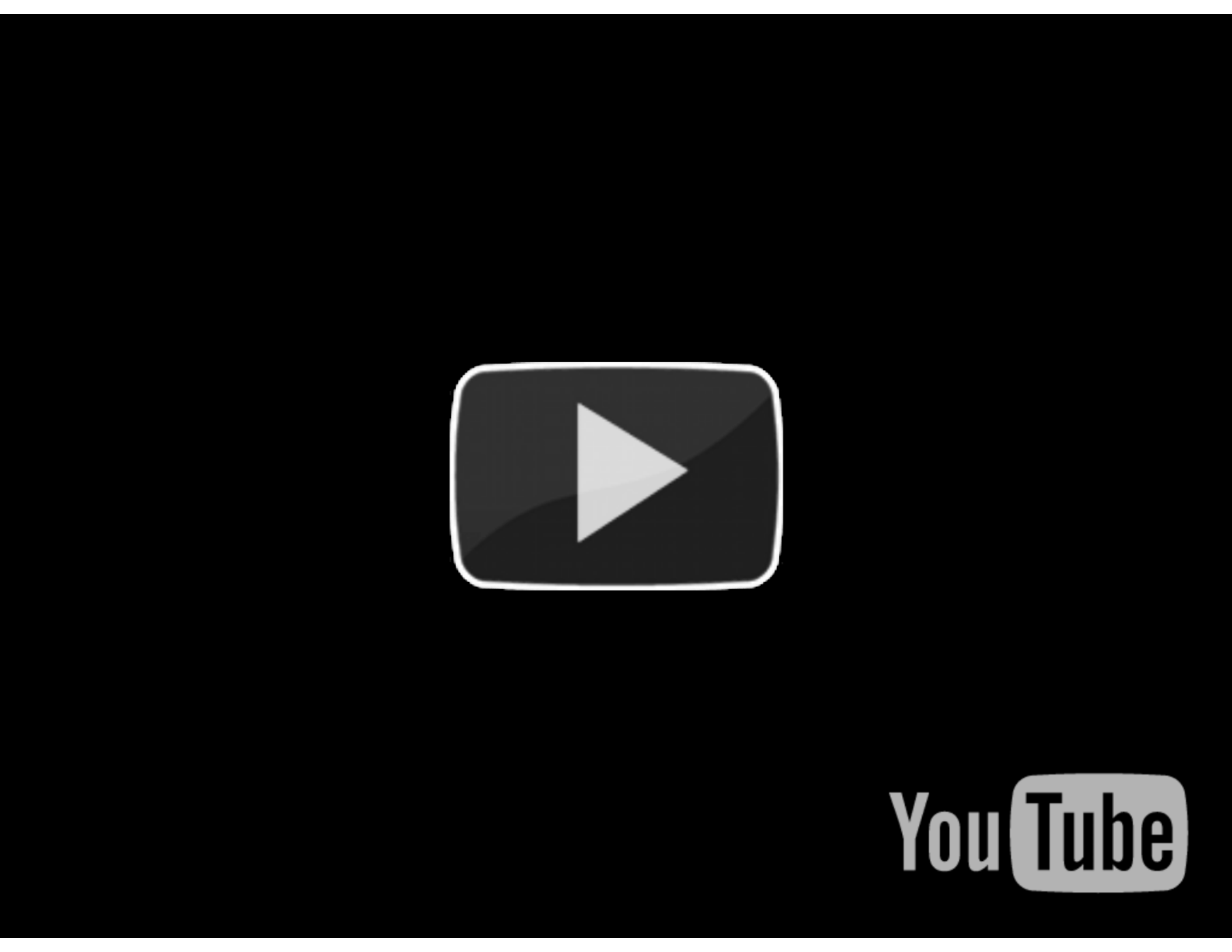

What
if?

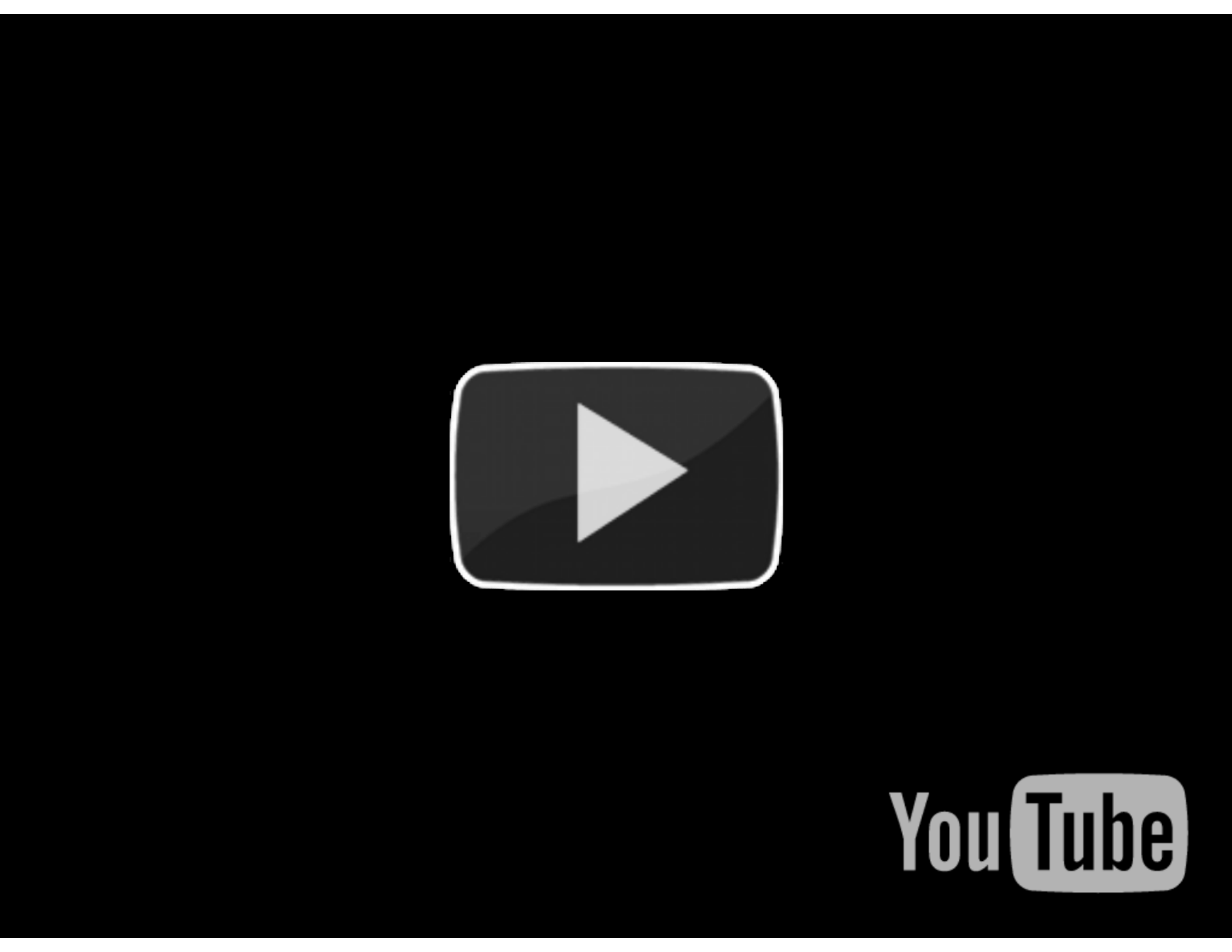

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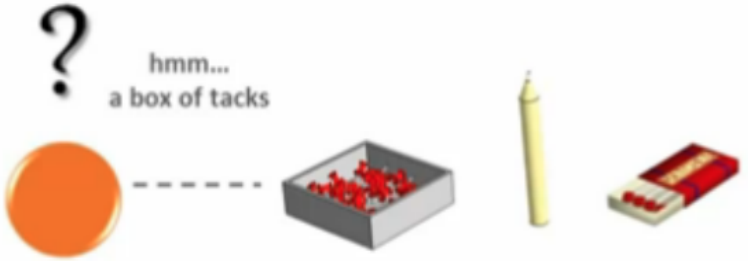

YouTube


YouTube


YouTube


YouTube



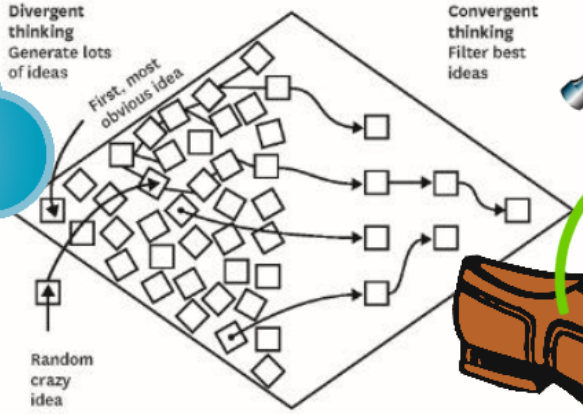




Substitute
Combine
Adapt
Modify/Distort
Put to other purposes
Eliminate
Rearrange/reverse













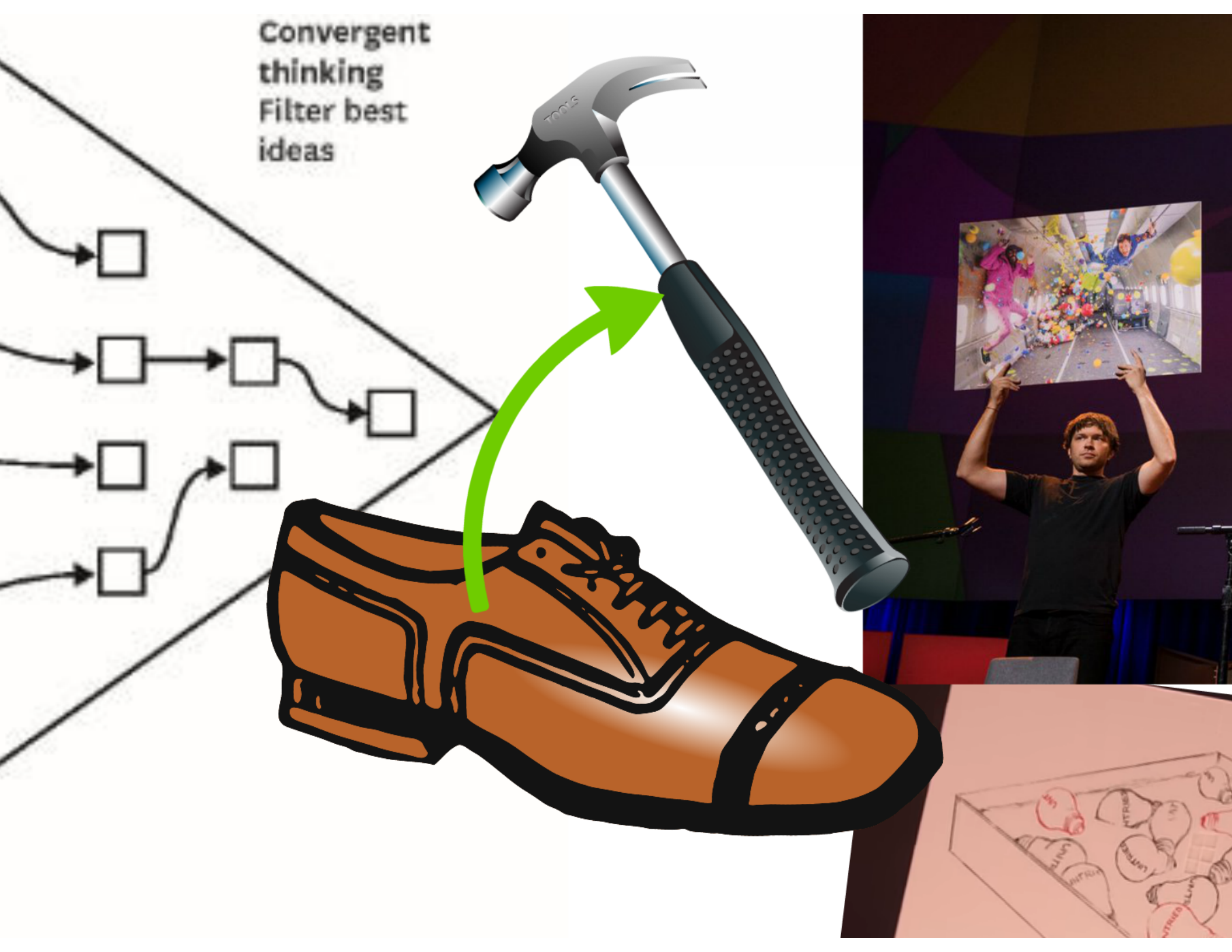
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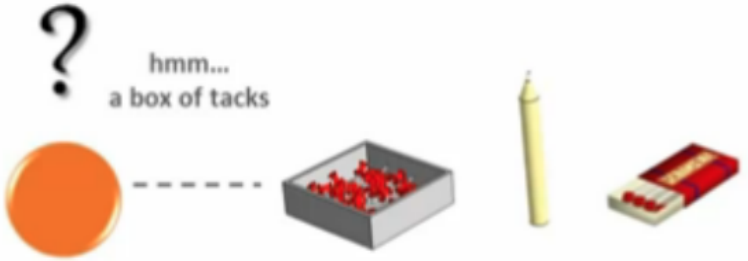

Convergent
thinking
Filter best
ideas

? ideas per min on ave



4



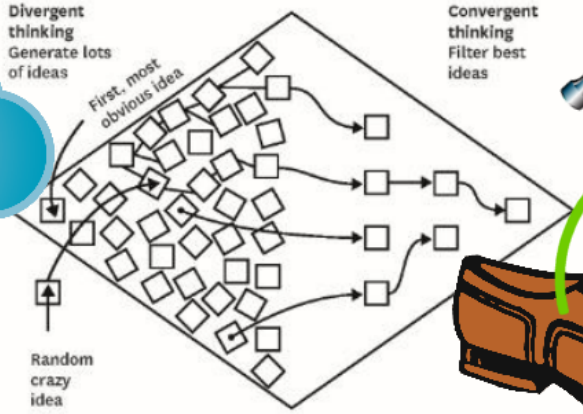




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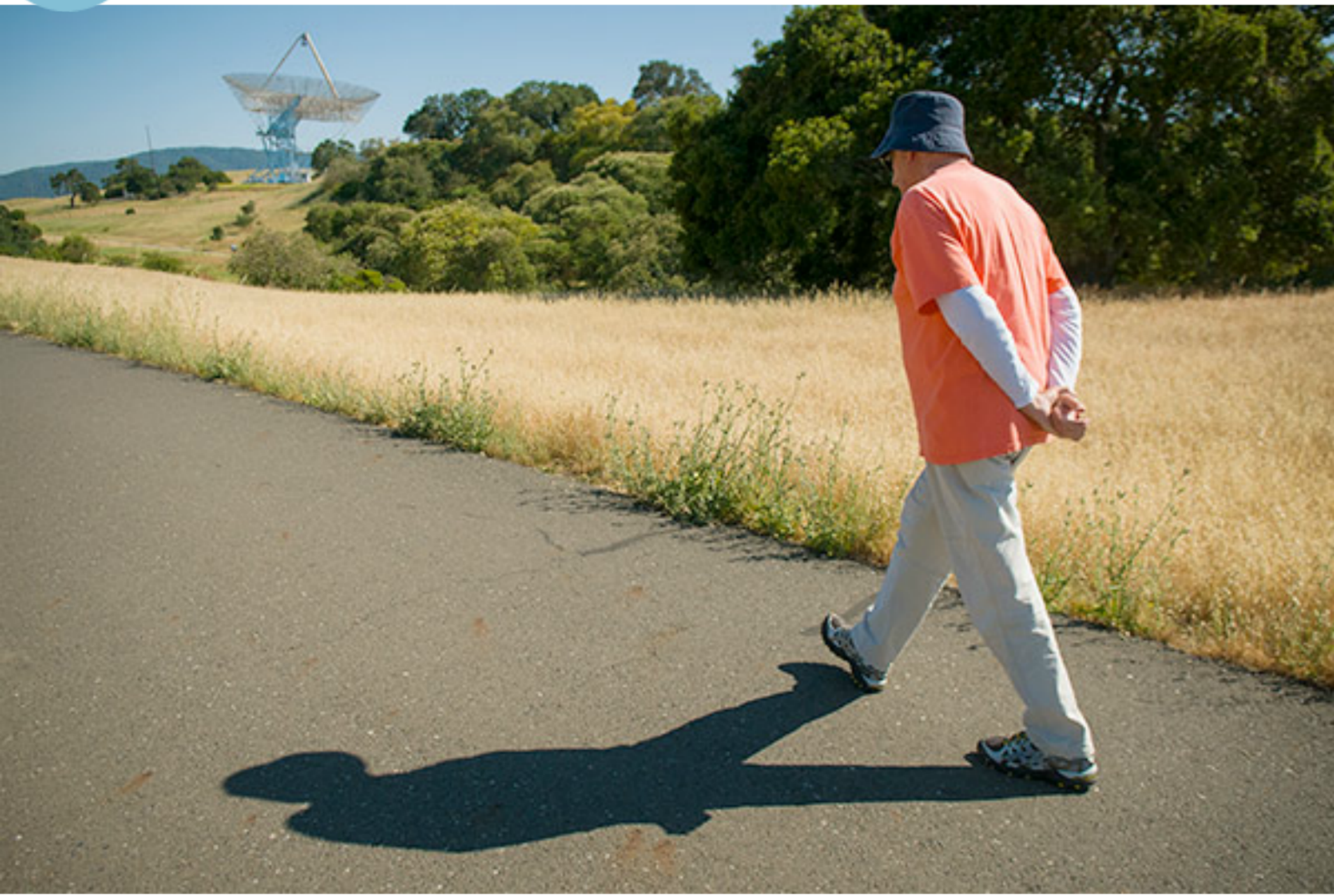
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Just like heartbeat - brain has different frequency depending on level of activity.



GAMMA:
Active Thought



BETA:
Alert, Working



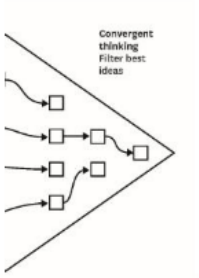
ALPHA:
Relaxed, Reflective



THETA:
Drowsy, Meditative[



DELTA:
Sleepy, Dreaming



Refine ideas

Generating Ideas





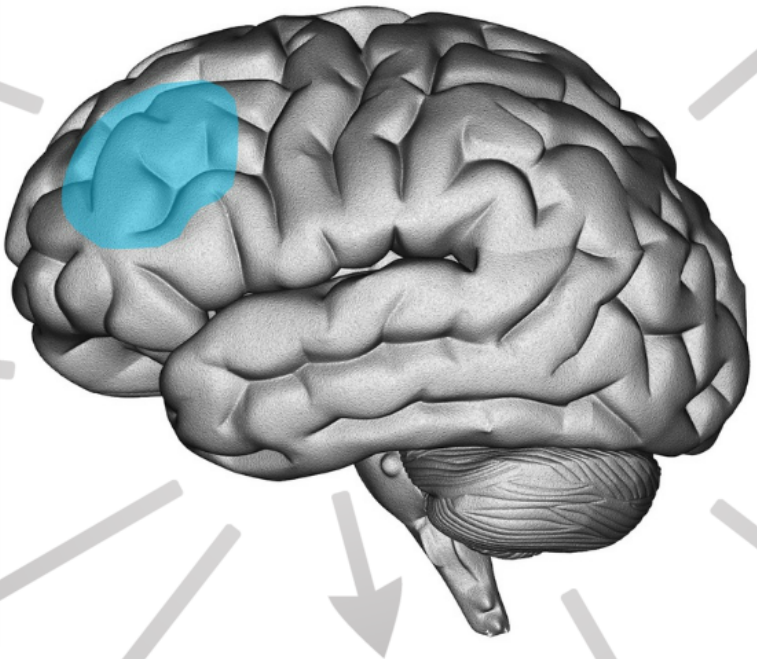
Dorsolateral Prefrontal Cortex (DLPFC)

Planning and action sequencing

Sensory info



Last to develop in adulthood (20-24yrs)



Holding information in mind aka Working Memory, (Goldman-Rakic 2006)

Can we learn to control this?

Charles Limb - Jazz/ Rap / MRI scanner found DLPFC becomes deactivated during improvisation!

Filters, prevents ideas from surfacing!

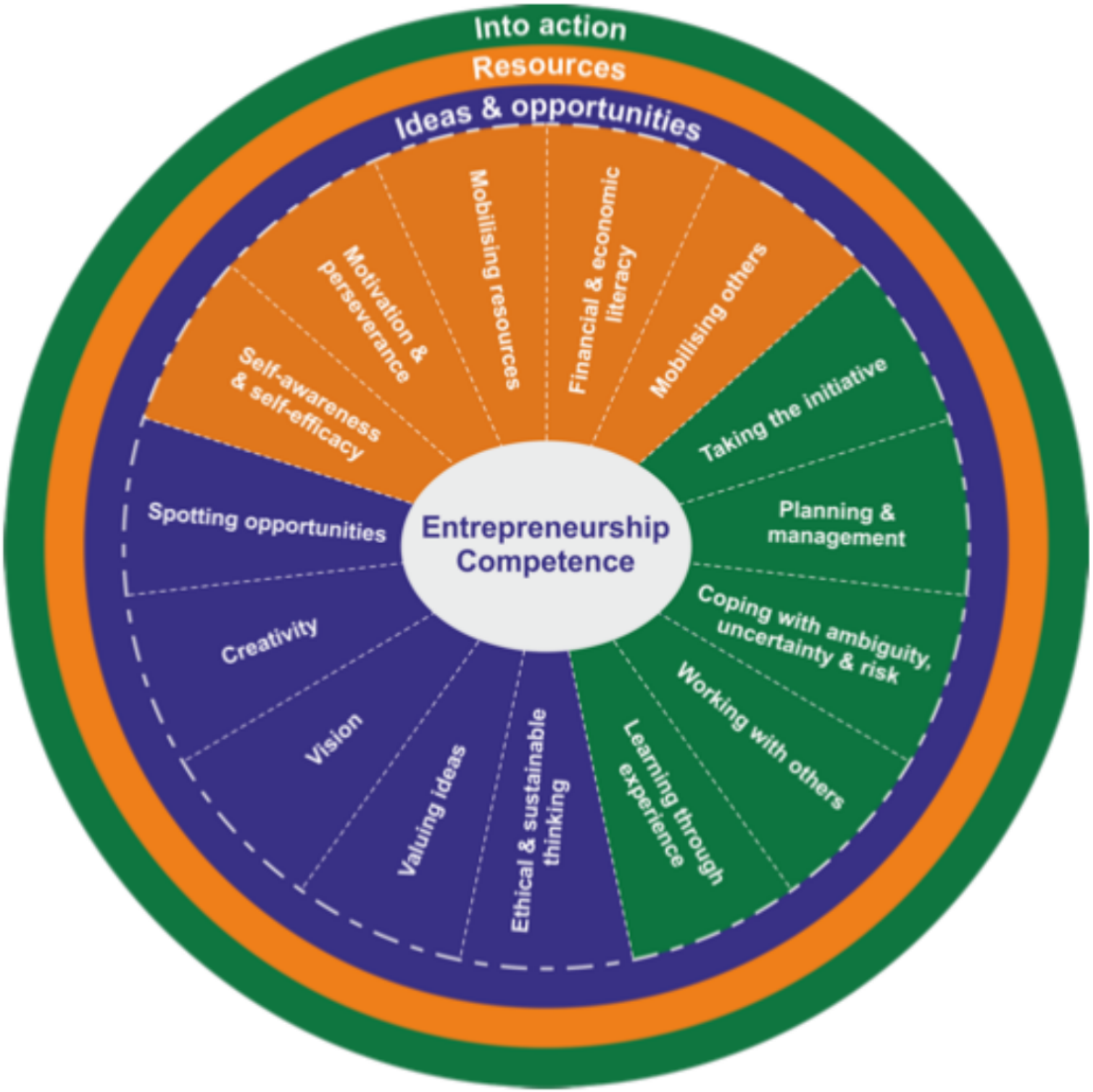


Impulse control - prevents you from doing rash things.

Motor commands

Involved with 'pausing' and 'choosing actions' (Fuster 1990)

The Marshmallow Challenge


Into action
Resources
Ideas & opportunities
Entrepreneurship Competence
Spotting opportunities
Creativity
Vision
Valuing ideas
Ethical & sustainable thinking
Self-awareness & self-efficacy
Motivation & perseverance
Mobilising resources
Financial & economic literacy
Mobilising others
Taking the initiative
Planning & management
Coping with ambiguity, uncertainty & risk
Working with others
Learning through experience

Areas	Competences	Hints	Descriptors
1. Ideas and opportunities	**1.1 Spotting opportunities**	Use your[5] imagination and abilities to identify opportunities for creating value	• Identify and seize opportunities to create value by exploring the social, cultural and economic landscape • Identify needs and challenges that need to be met • Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	• Develop several ideas and opportunities to create value, including better solutions to existing and new challenges • Explore and experiment with innovative approaches • Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	• Imagine the future • Develop a vision to turn ideas into action • Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	• Judge what value is in social, cultural and economic terms • Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	• Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment • Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen • Act responsibly

2. Resources	**2.1 Self-awareness and self-efficacy**	Believe in your-self and keep developing	• Reflect on your needs, aspirations and wants in the short, medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events, despite uncertainty, setbacks and tempo-rary failures
	2.2 Motivation and persever-ance	Stay focused and don't give up	• Be determined to turn ideas into action and satisfy your need to achieve • Be prepared to be patient and keep trying to achieve your long-term individual or group aims • Be resilient under pressure, adversity, and tempo-rary failure
	2.3 Mobilizing resources	Gather and manage the resources you need	• Get and manage the material, non-material and digital resources needed to turn ideas into action • Make the most of limited resources • Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial and economic literacy	Develop financial and economic know how	• Estimate the cost of turning an idea into a value-creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure my value-creating activity can last over the long term
	2.5. Mobilizing others	Inspire, enthuse and get others on board	• Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable out-comes • Demonstrate effective communication, persuasion, negotiation and leadership

3. Into action	**3.1 Taking the initiative**	Go for it	• Initiate processes that create value • Take up challenges • Act and work independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning and management	Prioritize, organize and follow-up	• Set long-, medium- and short-term goals • Define priorities and action plans • Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	• Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes • Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing • Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	• Work together and co-operate with others to develop ideas and turn them into action • Network • Solve conflicts and face up to competition positively when necessary
	3.5. Learning through experience	Learn by doing	• Use any initiative for value creation as a learning opportunity • Learn with others, including peers and mentors • Reflect and learn from both success and failure (your own and other people's)


The
Marshmallow
Challenge

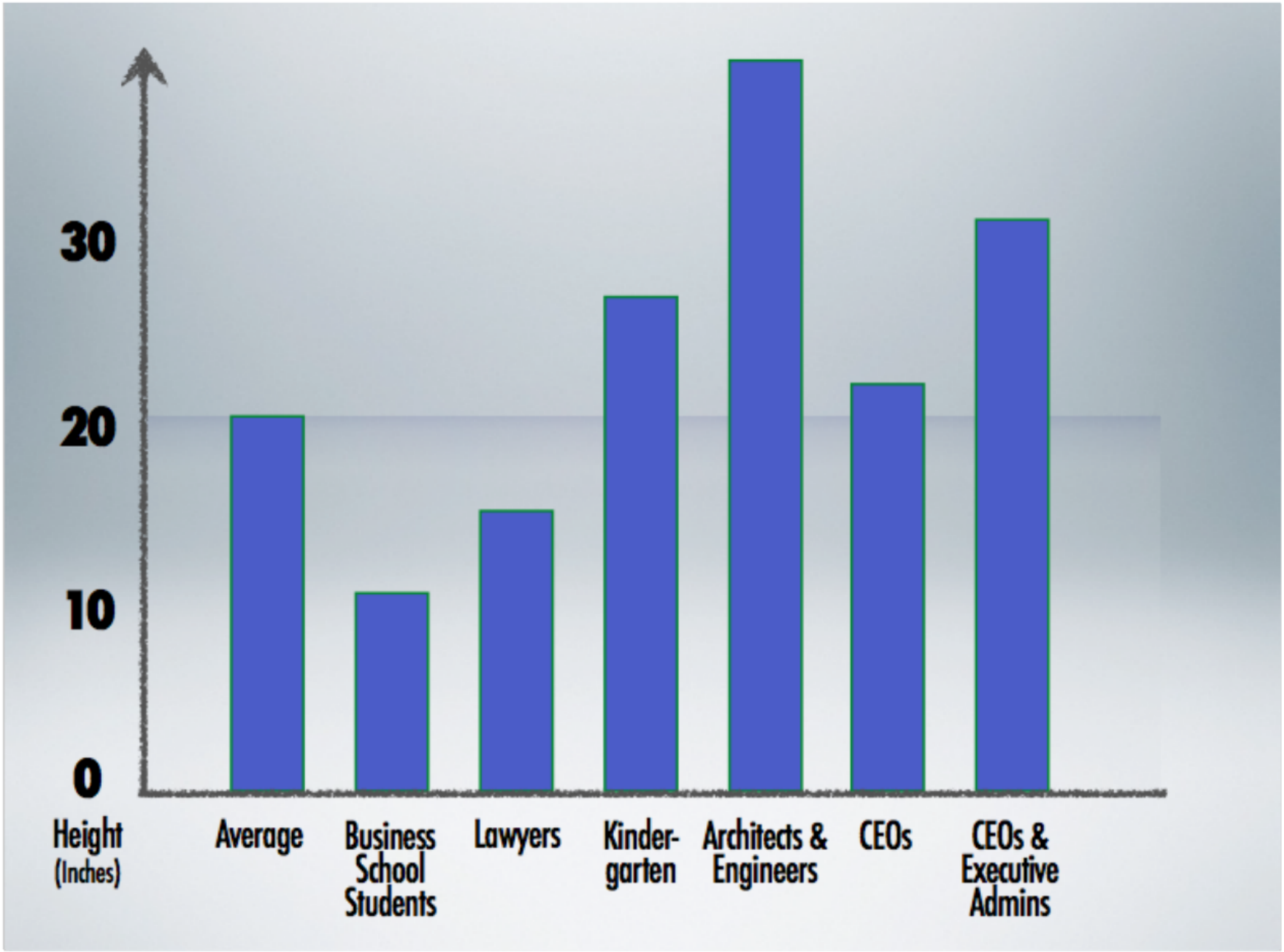



0
Orient
Plan
Build
Oh-Oh!
18
Minutes

Who Consistently

Performs

Poorly?

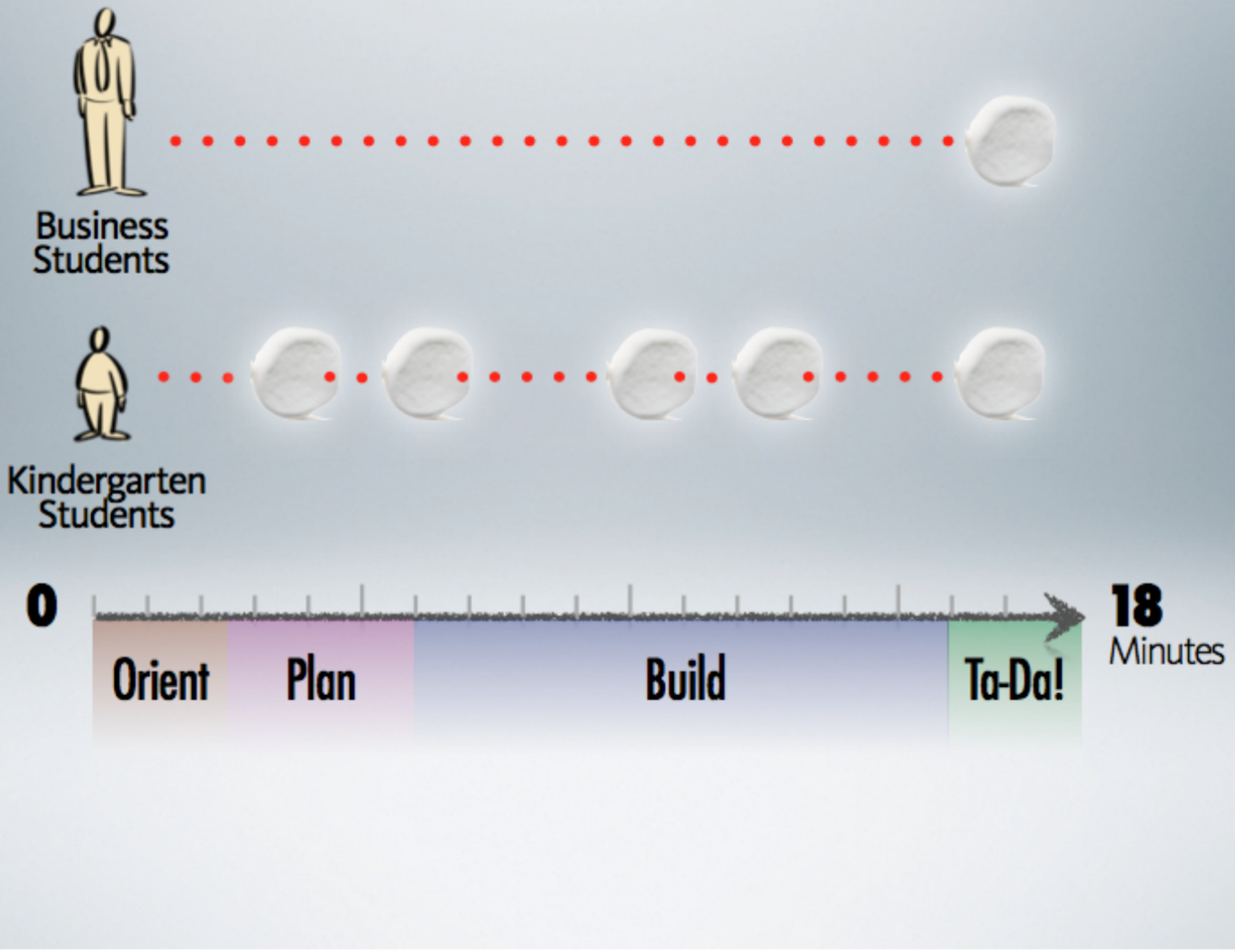

30
20
10
0
Height
(Inches)
Average
Business School Students
Lawyers
Kinder-garten
Architects & Engineers
CEOs
CEOs & Executive Admins


Lesson One:
Prototyping
Matters



Business Students




Business Students
Kindergarten Students
0
Orient
Plan
Build
Ta-Da!
18
Minutes

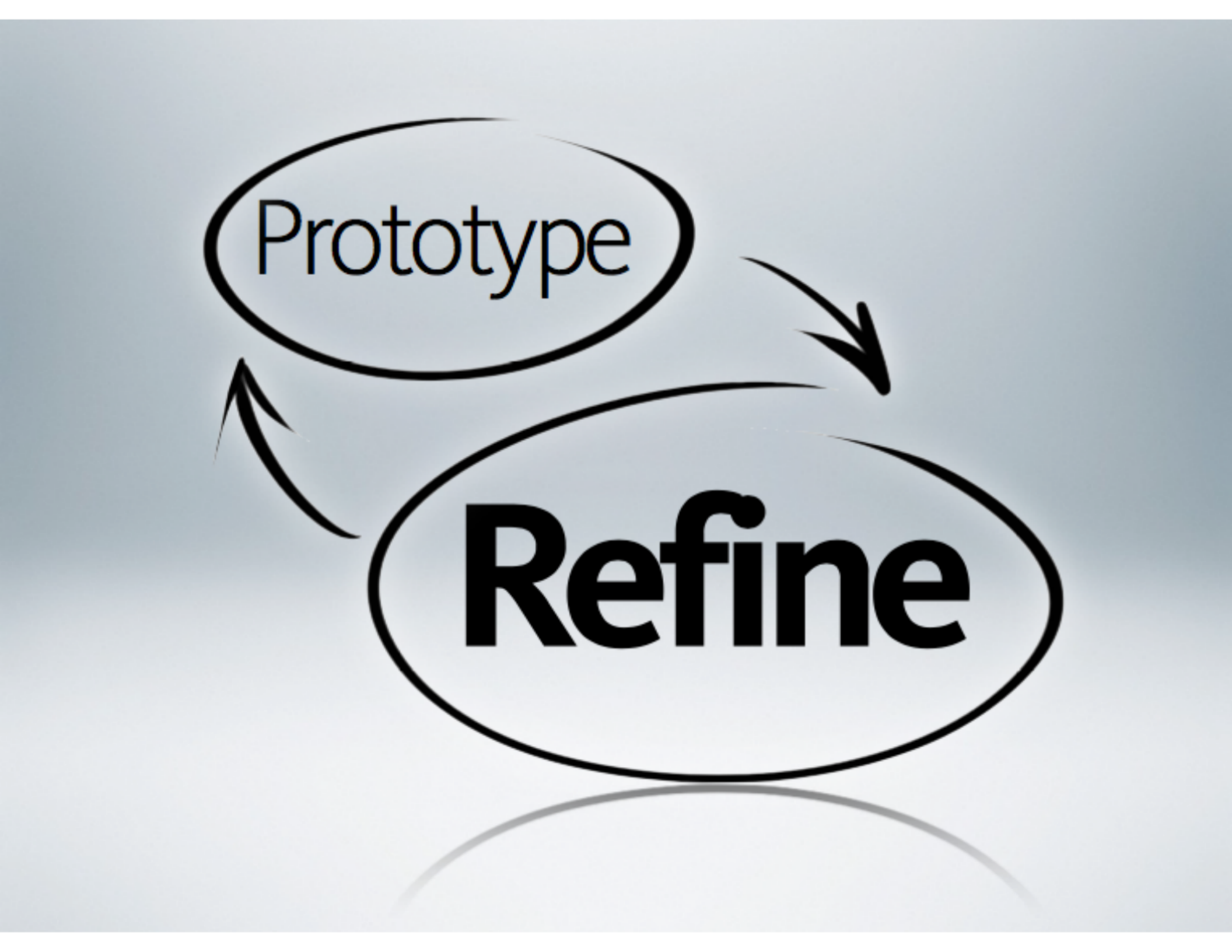

Prototype
Refine

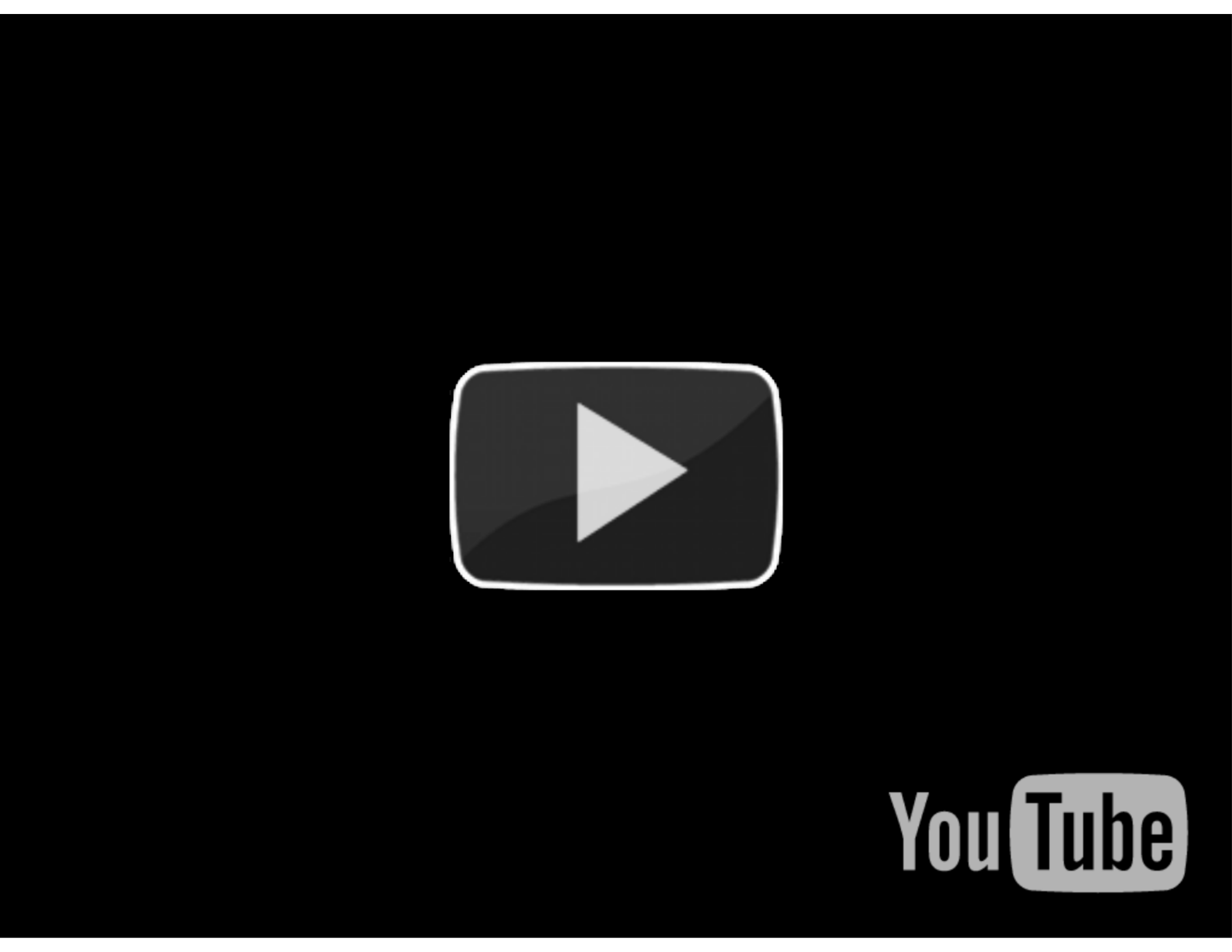


Table 3: EntreComp Overview

		Levels of proficiency		
Area	**Competence**	**Foundation**	**Intermediate**	**Advanced**
Ideas and opportunities	**Spotting opportunities**	Learners[8] can find opportunities to generate value for others.	Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape opportunities to respond to challenges and create value for others.
	Creativity	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
	Vision	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
	Valuing ideas	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
	Ethical and sustainable thinking	Learners can recognise the impact of their choices and behaviours, both within the community and the environment.	Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.
Resources	**Self-awareness and self-efficacy**	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths.
	Motivation and perseverance	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.
	Mobilising resources	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
	Financial and economic literacy	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value-creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.

Ideas and opportuni		that create value for others.	create value for others.	solutions that create value for others.
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	Mobilising others	Learners can communicate their ideas clearly and with enthusiasm.	Learners can persuade, involve and inspire others in value-creating activities.	Learners can inspire others and get them on board for value-creating activities.
to action	**Taking the initiative**	Learners are willing to have a go at solving problems that affect their communities.	Learners can initiate value-creating activities.	Learners can look for opportunities to take the initiative to add or create value.
	Planning and management	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.	Learners can refine priorities and plans to adjust to changing circumstances.
	Coping with uncertainty, ambiguity and risk	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Learners can weigh up risks and make decisions despite uncertainty and ambiguity.

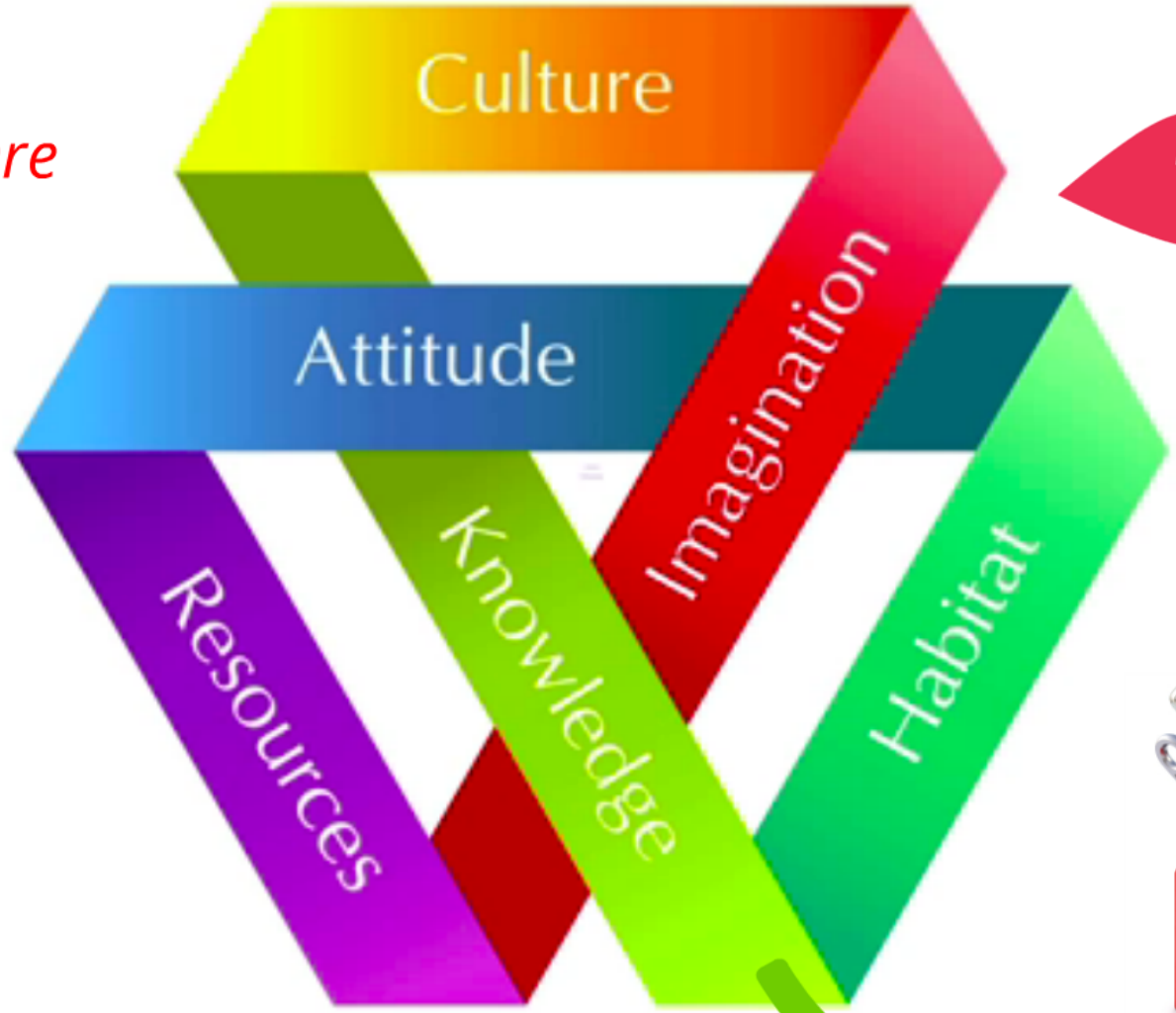
Resources	**and self-efficacy**	generate value for others.	strengths and weaknesses.	weaknesses by teaming up with others and by further developing their strengths.
	Motivation and perseverance	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.
	Mobilising resources	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
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	Planning and management	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.	Learners can refine priorities and plans to adjust to changing circumstances.
	Coping with uncertainty, ambiguity and risk	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Learners can weigh up risks and make decisions despite uncertainty and ambiguity.
	Working with others	Learners can work in a team to create value.	Learners can work together with a wide range of individuals and groups to create value.	Learners can build a team and networks based on the needs of their value-creating activity.
	Learning through experience	Learners can recognise what they have learnt through taking part in value-creating activities.	Learners can reflect and judge their achievements and failures and learn from these.	Learners can improve their abilities to create value by building on their previous experiences and interactions with others.


YouTube

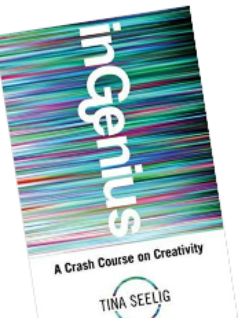
INNOVATION ENGINE

Background music of the environment

Start Anywhere







Everything you need to unlock creativity. Tina Seelig (2012)


Attitude
Imagination
Knowledge
Habitat
Resources

I can predict your performance and commitment

It's not technical...it's about how you got the browser!








Questioned the default
- resourceful

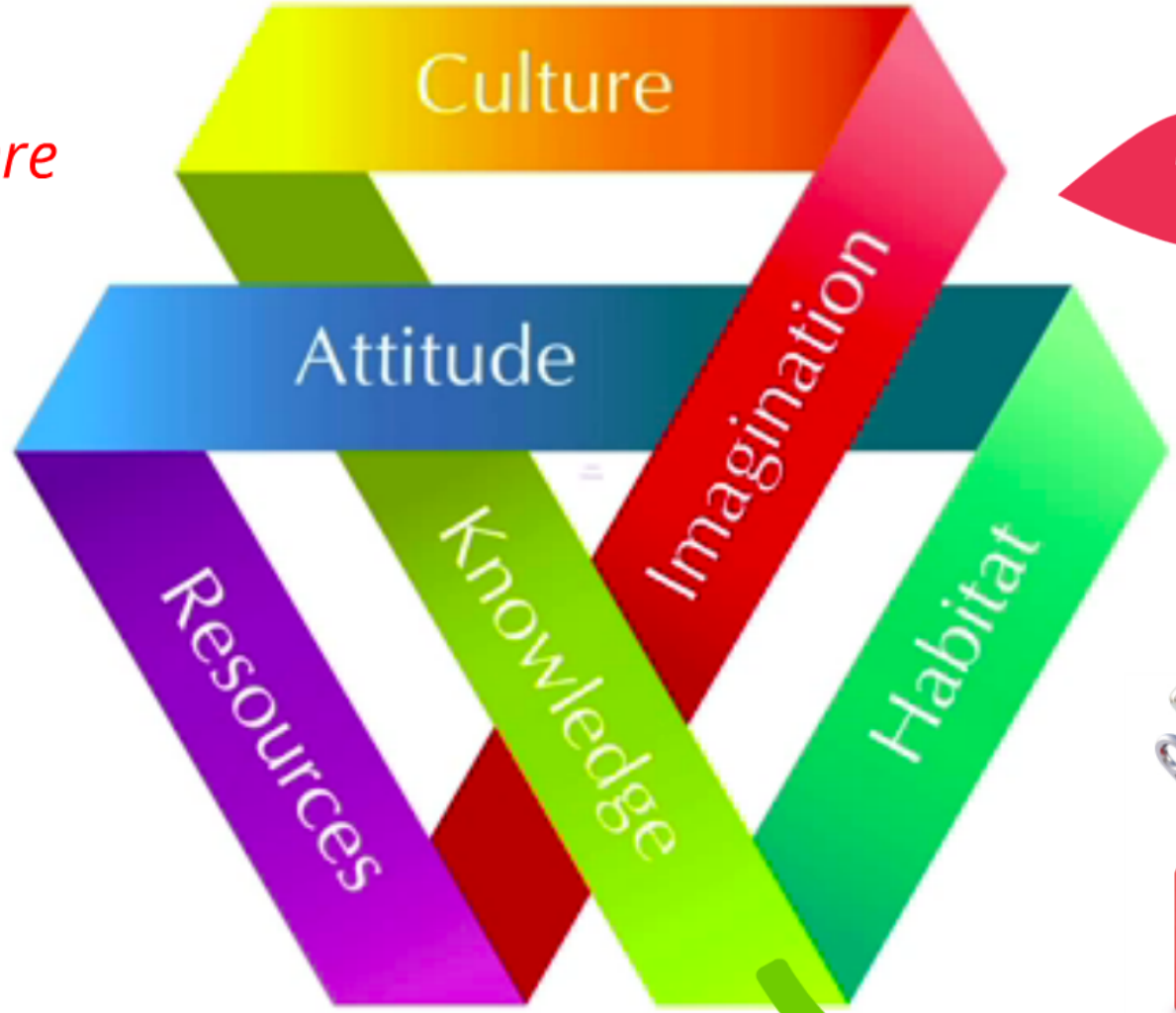
Pre-installed
(Accepted Default)

Who out performs who? Who stays in work 15% longer?

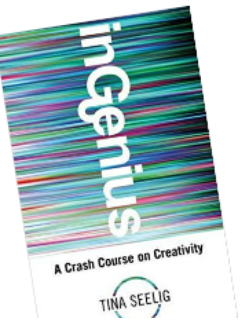
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