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DESIGNING A LEARNING EXPERIENCE: CREATIVITY/INNOVATION

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EXECUTIVE SUMMARY

In this report, our group of four was instructed to create a learning plan for the development of a leadership team in an organisation. The aim is to ensure the ability of the adult learners to be critical in evaluating the creation and development of strategies while encouraging the efficacy of its personnel for the betterment of an organisation and to meet its needs, both current and in the future. The skill that was decided on and discussed in creativity and innovation within organisations due to it being a crucial part in allowing leaders to come up with ideas, enabling a dynamic work environment and having an open approach on decision making. The technologies used in this collaboration are Google Docs– for the report and Canva– for the slide pack, which enabled our team to collaborate and discuss from a distance, as a virtual team. The learning plan put into place has the purpose of increasing participation and development of a more democratic and open environment for leaders to help them be efficiently creative and innovative. In this lesson plan, a constructivist learning approach to innovation was taught to help learners absorb new knowledge along with a higher degree of creativity, innovation and thinking. Otherwise, the discussion method was also utilised in the learning plan. It is an important, more recent method used in active learning. Other modern approaches like game-based learning were also used in the plan with the help of technology and group tasks. Also, the group learning method in our plan is chosen to encourage learners to combine and share their thoughts, understanding of concepts and ideas.

1.0 INTRODUCTION

In a group of four people, we were required to design a learning experience in order to develop a skill for an organisation leadership team. The skills that have been given to us in order for us to choose one are; negotiating and influencing, communication and networking, creativity/innovation, conflict resolution, complex problem solving, critical thinking and decision making. The aim of this assignment is to make sure that students are able to critically evaluate the design, and implementation of strategies which are focused on enhancing the effectiveness of people, as both employees and leaders, in order to meet current and future organisational needs.

In order to hone leadership abilities, leaders can directly practise the skills they plan to use in their field by learning experiences and training. This can assist leaders in experimenting with various duties to see how they operate. It also allows leaders to reflect on their work and examine any new abilities they have acquired. Leaders may discover their professional strengths and areas for progress by employing learning experience. If a leader works in a warehouse, for example, they may discover they excel at sorting products and keeping track of where they go, but that they may benefit from additional training in operating machines. Leaders may understand what tasks best match their talents and where they can practise and learn more by gaining experience in a variety of jobs.

SKILL: Creativity & Innovation

In this assignment, the skill that our group has decided to make the learning experience for the organisation's leadership team is creativity and innovation. We have chosen this skill as innovation and creativity is important as it has to have innovation and creativity skills as it allows leaders to have innovative ideas, enables a dynamic workplace as well as open solving methods in making decisions. It is defined by Oxford that innovation is a new idea, method of an introduction for something new. It is important to have innovation as it helps to add value in business. Traditional business thinking has to be supplemented with innovation. It enables leaders to bring something new and enthusiasm to their leadership roles, paving the path for further innovation in the firm (Barsh, 2008). On the other hand, creativity is defined as the ability to produce or change unsuccessful ideas. A creative leader discovers several ways to achieve

objectives. Whether it's determining how to improve profit or extend product options, creative leaders have the potential to chart a course to new heights of success (Miller,2018).

Businesses may get a competitive advantage over their competitors through innovation. The firm, on the other hand, needs a visionary leader capable of performing a miracle. Peter Drucker defines innovation as the effort to create deliberate, targeted improvements in an organisation's economic and social potential (Drucker,1998) Ideas that are timely, necessary, related to the organisation's mission, and viable are entered into the innovation cycle. To make the idea succeed, the innovator must be focused, industrious, persistent, and devoted; leaders must have market knowledge, applicable discipline, and entrepreneurial management. Furthermore, if inventions do not strive for leadership from the start, they are unlikely to be sufficiently inventive.

Innovative organisations' management not only establishes the organisation's innovation culture, but also establishes the vision, strategies, and policies that guide and motivate the organisation's innovation. Innovative leadership is the process of creating an innovative company with individuals who are devoted to making innovative contributions. Emotional intelligence, inventive organisation, managerial innovations, and contact with outsiders are all components of innovative leadership. Emotional intelligence aids a leader's ability to be creative in managing people, forming new organisations, and communicating with stakeholders. For organisations, this includes having an asymmetrical organisation and looking at things from the standpoint of leadership, such as how ideas go up the hierarchy and the capacity of leaders to develop them (Man,2019). Leaders create an organic structure in their organisation to help employees expand their capabilities, as well as explore and develop new ideas, while also creating a mechanistic structure for employees to exploit and implement new applications, by incorporating structures and management processes that are appropriate for innovation. The capacity to have a vision and be innovative is a benefit of being a conceptual leader. Insightfulness will also motivate team members to collaborate with the leader in a creative and inventive manner. Employees should be able to learn via trial and error with no negative consequences. Creating this environment will naturally lead to creativity and innovation. Rather than defining the team's goals for them, an effective leader will assist them in focusing their efforts on them. It's critical to recognise the value of the team leader and the function he or she plays in encouraging people to think

creatively and collaboratively. In today's world, innovation is a critical driver of growth, performance, and valuation, and embracing this fact is the first step toward success.

Nearly every industry benefits from workplace creativity since it allows workers to improve their problem-solving abilities and build inventive work habits. Creativity abilities may also help professionals feel more interested in their work by fostering cooperation. Employees are inspired to collaborate when they are given the opportunity to be creative (Team,2019). Collaboration is encouraged during the creative process. Businesses should encourage workers to seek new information, understanding, and ways of doing things by motivating them to discover new things, insight, and new ways of doing things. Although many innovative ideas originate with a single individual, they are shaped by a team to become fully developed. Curiosity is piqued and a desire to learn is sparked by creativity. Asking questions helps to fuel creativity since it allows employees to construct ideas with the support and knowledge of others. Managers may stimulate growth among individuals and teams by having a thorough grasp of tactics that inspire creativity and innovation. Other than that, giving workers a sense of agency and ownership over their responsibilities and duties is a strong approach to encourage them. Encouragement of creativity in the workplace simply gives employees a sense of agency, allowing them to suggest new ideas that, if implemented, might transform the firm and its goods and services in some way. Making employees feel like robots on a treadmill that spins faster and faster is a powerful way to demotivate them. Going through the motions in a way that is both tedious and difficult at the same time. Putting a higher emphasis on innovation in the workplace helps to alleviate this type of negative atmosphere.

How We Achieved The Task

The work was allocated based on word count and personal choice. This is based on democratic style of discussing and dividing the workload. It was challenging working through a virtual team but we were still able to get through it. Virtual teams can have issues in terms of interpretation of information and some miscommunication may happen if not enough care is taken. We used Google Docs to work together online and Canva for our slides pack. Both were useful for us as a virtual team. These technologies are helpful in situations where individuals in a team are unable to meet in person for discussions and collaborations.

TABLE OUTLINE

NUREEN ZAHIRAH	Introduction Skill Summary Slides Pack Design
MAYA ALYA	Executive Summary How We Achieved The Task Learning Plan
WAN NUR HUSNA	Learning Methods Conclusion
ZEFOGA VERZHARO	Learning Theory Recommendations

2.0 LEARNING PLAN

TOPIC: Constructivistic Approach to Innovation		Intended learners: Leaders at all levels	
DATE: 10th May 2022	LENGTH OF LESSON: 2.5 hours	NO IN CLASS: 25	
AIM OF LESSON. The objective of this plan is to increase participation and develop a democratic climate in which leaders are encouraged to be accountable and autonomous for their knowledge and experience in creativity and innovation.			
LEARNING OBJECTIVES At the end of this session learners should be able to: ● Define and identify the concept of constructivism ● Create knowledge through the combination of their ideas and experiences ● Create meaning from new information by linking it with previous knowledge and assimilate it into their current knowledge ● Accommodate new information by reorganising existing knowledge to a higher degree of thought			
ROOM LAYOUT: The session will be held in cluster styles. Cluster style is best for this session because the arrangement of the tables into smaller groupings encourages student-to-student engagement. In this setup, students learn skills like communication, problem solving, cooperation, and others. Clusters such as these provide students with a comfortable and secure atmosphere in which to exchange ideas and speak freely. (Displays2Go, 2022) Engagement within cluster seating differs slightly from interaction with U-shaped seats. Clustered sitting allows students to listen to lessons in the same way that standard row seating			

does, but within a smaller group. This might be advantageous for timid students or those who prefer not to speak in front of a bigger crowd. Furthermore, smaller groups give learners a chance to form beliefs, take constructive criticism, and start expressing themselves prior to speaking out to the entire class. Therefore, engagement might begin in a restricted safe zone prior to actually progressing to a bigger domain. (Egounleti et al., 2018)

PREVIOUS KNOWLEDGE:

In this lesson, it is assumed that leaders within the organisation have prior experiences in creativity and innovation to actively construct an understanding that fits best to them.

HEALTH & SAFETY:

There are no identified risks to the learners from carrying out any of the tasks associated with the learning plan.

SESSION OVERVIEW:

Timing	Topic	Content & Activity	Resources
20 minutes	Icebreaker and introductions of educators.	Introductions. Icebreaker: The Power of Story Adult learners contribute a multitude of life experience and insight to your class or meeting space. Share stories to make the remainder of your time together more meaningful. The theme will be innovation or creativity, and everyone will be asked to come up with a tale to share that falls into that description. Allow everyone a few minutes to think of something before asking someone to share. Small clusters perform best since everyone has a better chance of sharing. (Peterson, 2019)	Overhead projector, Smart Board. Learners will need access to SmartPhones.
20 minutes	Welcome and introduce the topic.	Lecture - Introduction to constructivist learning approach to innovation. Define assimilation and accommodation and methods that this theory promotes.	Overhead projector, Smart Board and PowerPoint, slides. Video

20 minutes	Tap into prior experience of learners	Group discussion – In groups of 5 discuss what experience they have had of innovation and creativity. How can a constructivist approach foster innovation? What did they think about the session? And whether the outcomes were successful or not. Each group will share at least one example.	A4 paper
5 minutes	Resources and environment for effective innovation	Open question session – Ask the whole group what they think they need for an effective innovation session and what type of environment should be created. Record answers on A4 paper. After discussion show previously prepared materials on the slides: Atmosphere for effective innovation - Innovation needs a good atmosphere in which to develop. It is definitely a cultural characteristic and must be encouraged and nurtured inside a company. It does not come by simply flipping a switch. One must set an environment that encourages people to think in unusual and creative ways. This is not easy to accomplish when much of business is, by definition, so structured and orderly in its processes. (Baldwin, 2022) Communication - One key component of this process is knowledge within the company. The better everyone in the company understands the goals and objectives of the company, the better this process of innovation should be. Internal communication, based on openness and with trust developed over years, is a key to setting this atmosphere. This may well not be a strength in many companies. (Baldwin, 2022)	A4 Paper. Overhead projector, Smart Board PowerPoint, slide.

15 minutes	Describe the principles of Constructivism	Lecture – Introduce the three main types of constructivism and its principles. Group Task based on the 30 Circles exercise The purpose of the 30 circles exercise is to expand employees' imagination by asking them to change forms into recognised items in a short space of time. This activity may be done in a group setting. For groups, have each team create 30 circles on a whiteboard that are as similar in size or shape as feasible. Then, allow participants four minutes to think of as many possibilities of the circles as they can. There may be basic concepts sketched, but you will be astonished by the more unique notions that could start to develop amongst learners. (Big Think +, 2018) Discuss how people tend to conform to generic ideas and how they might or might not be pushing boundaries in terms of their creativity.	Overhead projector, Smart Board and PowerPoint slide. Whiteboards, marker pens and erasers.

30 minutes	Practice innovation/creativity session	A group activity will be carried out. A problem statement will be given and groups must find solutions in ways that are creative and innovative. The time slot will be divided into two portions - both 15 minutes long. The first portion will be thinking of ideas and the second portion will be discussing them. The groups will write down their solutions on A4 sheets.	Pre-prepared Problem Statement. White boards. A4 paper and marker pens.
10 minutes	Post-activity sharing session	After the group activity, groups will choose the most innovative idea and decide whether it is realistic, creative and applicable.	
10 minutes	Lesson Recap	The discussed points will be revisited and the groups' understanding will be tested. This will be done through a Kahoot quiz with questions for each section of the lesson.	Overhead projector, Smart Board. PowerPoint slide. Kahoot log-in. Learners will need access to SmartPhones.

10 minute	Session conclusion	The learning session will end and learners may ask any questions related to the lesson. They will be given links to an online feedback form to evaluate the lesson and instructors.	Online feedback form.
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3.0 LEARNING METHODS

Several learning approaches were chosen with the aim of increasing participation and developing a democratic atmosphere in which learners are encouraged to be accountable and autonomous for their knowledge and experience in creativity and innovation.

The learning experience starts with a lecture on the topic. This includes an introduction to the constructivist learning approach to innovation, and how learners can assimilate or accommodate new knowledge to a higher degree of thinking, creativity and innovation. The lecture method, which is founded on the concept of idealism, is the oldest and most widely used pedagogical approach (Kapur, 2020). In basic terms, information is effectively conveyed to learners in the form of academic concepts and teaching materials. This method was chosen because it is cost-saving, time efficient and can be used with a large number of people (Palis & Quiros, 2014). The method also allows the instructors to assess the extent of the learners' past experiences and knowledge in the topic. A number of elements must be considered, including the learners' prior experiences, their comprehension of concepts, their requirements and needs, and the organisation's goals (Kapur, 2020). This is because adult learners are more likely to engage with information when it is relevant to their own aims and aspirations (Cooper & Richard, 2016). The passive aspect of a lecture, however, leaves less room for the learners to participate. Learners are not given the chance to contribute, which can lead to a loss of interest and support (Nayak, 2005). Adult learning studies indicate that the normal learner's attention span begins to decline after roughly 15 minutes (Cooper & Richard, 2016). When learners face unexpected material or are introduced to new concepts for the first time, they utilise working memory to process that information, incorporating new information with prior knowledge to generate long-term memories. This process necessitates active attention as well as the capacity to concentrate on and manage new and unfamiliar knowledge (Cooper & Richard, 2016). As a result, combining various learning methods can relieve the monotony of the lesson and make it more entertaining.

That said, the discussion method was also chosen as part of the learning plan. Discussion is a contemporary technique for active learning—it encourages learners to explore new ideas while acknowledging the input of others (Handelsman et al., 2006). According to Nyumba et al. (2017), group discussions are seen as a "cost-effective" and "promising alternative", providing a

forum for opposing perspectives or worldviews. To foster an inclusive and engaging environment, effective discussion facilitation requires the awareness and use of many viewpoints and skills. To accomplish so, it is necessary to understand the characteristics of productive discussions as well as the settings that foster small group interaction and involvement among adult learners (Handelsman et al., 2006). Adult learners benefit from collaborative or group learning because it allows them to use their own experiences and knowledge to explain and expand upon the topic (Davis, 2013). According to Scherling (2011), adult learners often expressed gratitude for the "interactive learning environments" generated through group learning. Collaborative group discussion also improves skills such as communication, collaboration and critical thinking, boost involvement, and promotes a positive learning environment for adult learners who currently hold professional roles (Scherling, 2011). As a result, learners are to be placed in a group of five to discuss their individual experience and knowledge on creativity and innovation to gain an in-depth understanding of the topic.

The discussion also needs learners to answer open-ended questions on their requirements for an innovative environment. This allows them to attain a higher level of thinking and added progression of ideas. Another advantage of the use of open-ended problems is to develop creative thinking (Mihajlovic & Dejić, 2015). Russeffendi (2006) demonstrated that it is preferable to utilise open-ended questions (divergent) to pick creative individuals; divergent questions require someone to guess, construct hypotheses, test the validity of the hypothesis, extensively examine the issue solution, and make conclusions. According to Çakır & Cengiz (2016), closed-ended questions do not represent true communication and simply stimulate short, limited answers, but open-ended questions could stimulate deeper and much more syntactically sophisticated responses, as well as greater involvement and effective discussion. An assessment of whether the outcomes of the group discussion and open-ended questions session were successful is also carried out. At the end of the sessions, groups can provide reviews to the entire class, or individual learners may write a brief comment on the topic of discussion. Additionally, feedback and responses should actively be aimed towards assisting learners create their own knowledge (Davis, 2013).

Other contemporary learning methods include game-based learning through a group task or activity and the use of technologies. More interaction in learning materials is becoming more

popular. According to David et al. (1997), there is an obvious need to provide a range of various information presentations as well as chances to utilise knowledge inside the virtual environment, therefore supporting and aiding the learning process. To accomplish this, it is essential to include a complex degree of interactivity that encourages engagement rates, as well as to employ various interactivity concepts (Pivec, Dziabenko & Schinnerl, 2003). As such, group tasks based on the 30 Circles exercise which was invented by Robert McKim are adopted to assist flexibility and fluency in creativity. Another game-based learning employed is Kahoot quizzes to revise the group's understanding of the topic at the end of each section of the learning plan. Multiple elements of the learning experience are aided when computer games are used for teaching content: learners are motivated to integrate understanding from different perspectives to select a workable alternative or reach a choice after a certain point, learners could assess how well the game's overall result changes depending on their actions and decisions, learners are empowered to approach other members of the team and communicate and discuss, thereby working to improve (Pivec, Dziabenko & Schinnerl, 2003).

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4.0 LEARNING THEORY: Group Learning

Choosing the most suitable learning theory for the learning plan is fundamental for every learner as stated by (Schunk, 2012), “Differences among learners and in the environment can affect learning”. Based on our learning plan, to have an efficient learning, group learning is the most appropriate learning theory representing our designed learning plan. According to Edmondson (1999), group learning is a part of the continuing process of reflection and action which consists of asking questions, getting feedback, trying, sharing mistakes and solving problems. Moreover, group learning is an activity where learners acquire, share, and combine their thought (Argote et al., 2001). Soule and Edmondson (2002) also defines group learning as a knowledge acquisition and application that allows a team to manage responsibilities and difficulties of the team for which there were previously no obvious solutions. Furthermore, as stated by Ellis *et al.* (2003), group learning is “A relatively permanent change in the team’s collective level of knowledge and skill produced by the shared experience of team members”. In other words, group learning is experimenting with knowledge, combining insights through thoughtful communication, and explaining and specifying what has been learnt through codification (Gibson and Vermeulen, 2003). Based on our learning plan, the students that are going to be involved are categorised as an adult learner.

Group learning becomes more relevant for adult learners as according to Lundberg (2014), adult learners need support from their environment. According to Briggs (2013) cited by Boateng *et al.* (2022), Adult learners will be more successful if they are supported by their colleagues rather than if they are learning by themselves. Adult learning is the process of learning utilisation for exchanging experiences and social action (Imel, 1999). The designed learning plan is in line with the character of an adult learner who is really keen to learn about something that is relevant with their life. To elaborate further, Self-directed learning is one of the characteristics in adult learning.

Self-directed learning (SDL) is one of the fundamental concepts that stands in adult education (Boateng *et al.*, 2022). It is connected with the participation of students in academic term (Groccia, 2018). “Some studies have viewed student engagement as all-embracing of the interaction of various actors in the university environment that give the student a positive experience and contribute to the achievement of educational goals including academic, social

and emotional” (Bowden, Tickle and Naumann, 2019). Fundamentally, the reason behind why group learning is the most relevant learning theory representing the designed learning plan is based on the learning plan objective. It is to increase participation and develop a democratic climate in which leaders are encouraged to be accountable and autonomous for their knowledge and experience in creativity and innovation.

Hence, a consolidation of thought, knowledge, perspective, skills, and experiences through discussion from each party is the major key. Moreover, related to the topic, generally creativity is not made by one talented person, it is performed by the group effort (Chemi, 2017). By having a group learning, indirectly, brainstorming will occur where a concrete creativity and innovation creation is probable to result. “Brainstorming strategy is one of the most important strategies in provoking creativity and solving problems” (AlMutair, 2015). Brainstorming would be defined as a technique where some individuals communicate in critical thinking to produce comprehensive ideas and creative problem solving (Hidayanti, Rochintaniawati and Agustin, 2018).

On the other hand, there are also drawbacks for implementing group learning where the leaders have to be mindful. Firstly, demonstrability which will be affecting the knowledge transfer. According to Laughlin & Ellis (1986), a knowledge that is categorized as having high demonstrability would be easier to explain compared to a knowledge that have a low of demonstrability (Chemi, 2017). In this case, creativity and innovation are the concepts that most likely could be said to be tricky to be demonstrated. It needs a bunch of knowledge and experiences to have the ability to illustrate and demonstrate about what exactly innovation and creativity are. Disruption of demonstrability would lead to the lack of absorptive capacity where the parties are not able to absorb the knowledge transferred. Moreover, As cited by Chemi (2017), “the ability to exploit outside sources of knowledge depends largely on the recipient’s existing level of related knowledge (Cohen & Levinthal, 1990; Dewar & Dutton, 1986)”. This knowledge contains skills, language, experiences, and up-to-date news (Cohen & Levinthal, 1990; Galbraith, 1990; Nord & Tucker, 1987; Pennings & Harianto, 1992; Walton, 1976) (Chemi, 2017). As an example, where the class has a multinational student coming from different parts of the world speaking different languages with different thoughts and perspectives. Chemi (2017) also cited multidisciplinary group will be having wider knowledges

and thought so it has a greater opportunity to the creativity, however, they often outperform conflicts and homogeneous team (Mannix & Neale, 2005; van Knippenberg & Schippers, 2007). Diversity allows the students to have a bunch of knowledge and perspective which will create wider information so it can contribute to creativity and learning. However, according to Lovelace, Shapiro, & Weingart (2001) and Paletz & Schunn (2010), “diversity can also trigger social categorization processes that impede coordination, cause conflicts, and prevent teams from implementing their ideas”. In other words, a diverse background in the class would lead to inefficient learning. Efficiency of learning is affected by many factors including conflict, lack of the ability to interact, and ambiguity. “Semantic flow, freedom of expression, support, cohesion, and positive moods can enhance creativity, but so can task structure, challenge, various constraints, and negative moods” (Chemi, 2017).

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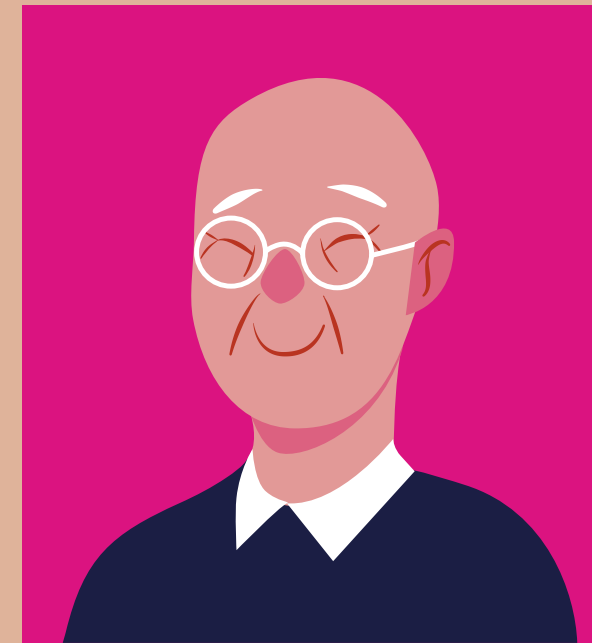
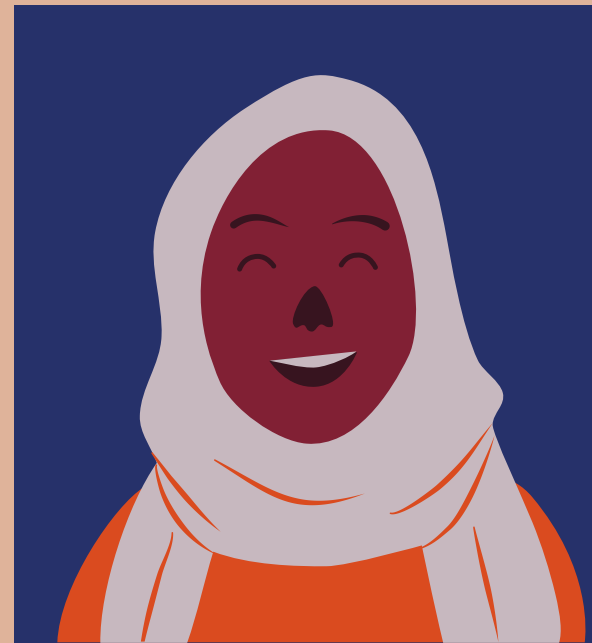
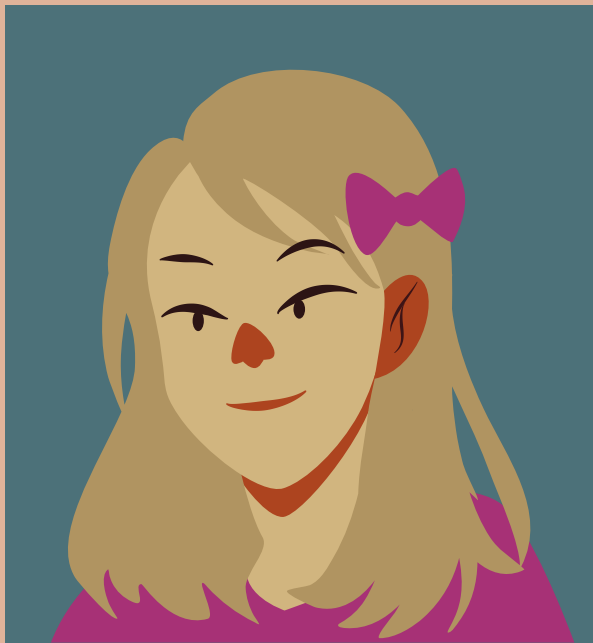
5.0. RECOMMENDATIONS

Leaders are recommended to conduct an in advance analysis of the character of the learners. These characters must be integrated with the right way of learning related to the topics to be discussed for productive learning and maximum results. What's more, character is a very complex and diverse concept that is owned by each individual. By having different backgrounds, learners will have their own sensitivity about how they can absorb their knowledge. By conducting a character analysis of learners, leaders can easily convey knowledge and experience with the same demonstration perspective. Therefore, the creation of an efficient learning environment will arise. As an illustration, if applied in a learning design, the leader can provide some time for a talk session or game as a session to get to know the learners. By knowing the character of the learners, teachers have the opportunity to minimise the inefficiency of the learning process and also maximise results.

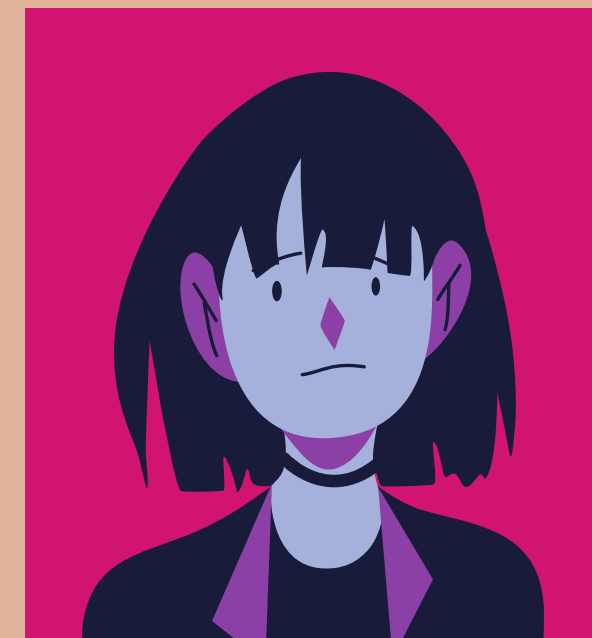
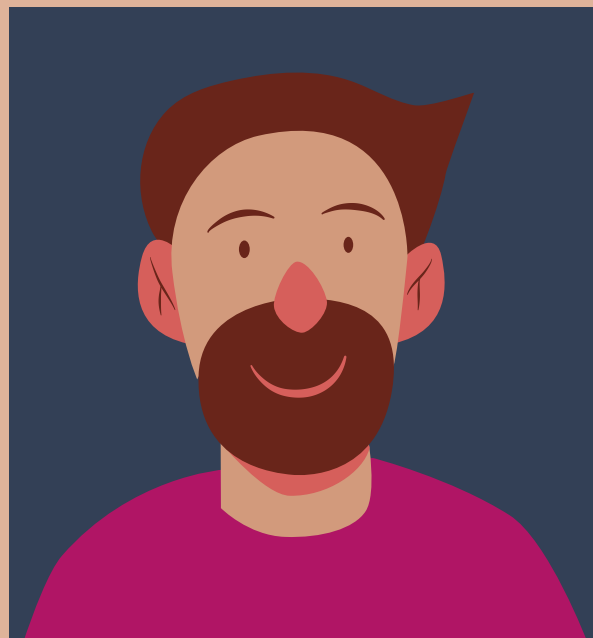
6.0 CONCLUSION

Fostering creativity and innovation in instructors, learners and organisations is critical in light of the shifting complexity of our sociological, educational, political, educational, technological, and economic environments. There are several strategies to encourage creativity and innovation while benefiting the instructor, learner, and organisation. It is clear that the capacity to produce and support innovative persons and learners who can broaden the potential of such organisations is critical to the long term development and growth of an organisation.

Learners may be more creative, take more risks, learn from their mistakes without fear of repercussions, and produce new ideas when they participate in learning opportunities that include a variety of approaches, teamwork, or peer-group interactions. Learners become much more critical and reflective thinkers, which enables for open exchange of new information with individuals who may have different perspectives, and supports and appreciates inclusive decision-making as well as successful cooperation. Learners who are naturally drawn to the creative process will ideally incorporate it into their own activities, whether via instruction or through their administrative roles in the company.



Leading & Developing People
**Designing a Learning
Experience:
Creativity/Innovation**



Group Members



Nureen Zahirah



Maya Alya



Wan Wazir



Zefoga Verzharo

Introduction



- Students are able to critically evaluate the design, and implementation of strategies which are focused on enhancing the effectiveness of people, as both employees and leaders, in order to meet current and future organisational needs.
- Leadership abilities: allows leaders to reflect on their work and examine any new abilities they have acquired



SKILL

Creativity/Innovation

Creativity

The ability to produce or change unsuccessful ideas. A creative leader discovers several ways to achieve objectives.

Innovation

A new idea, method or an introduction for something new. It is important to have innovation as it helps to add value in business.

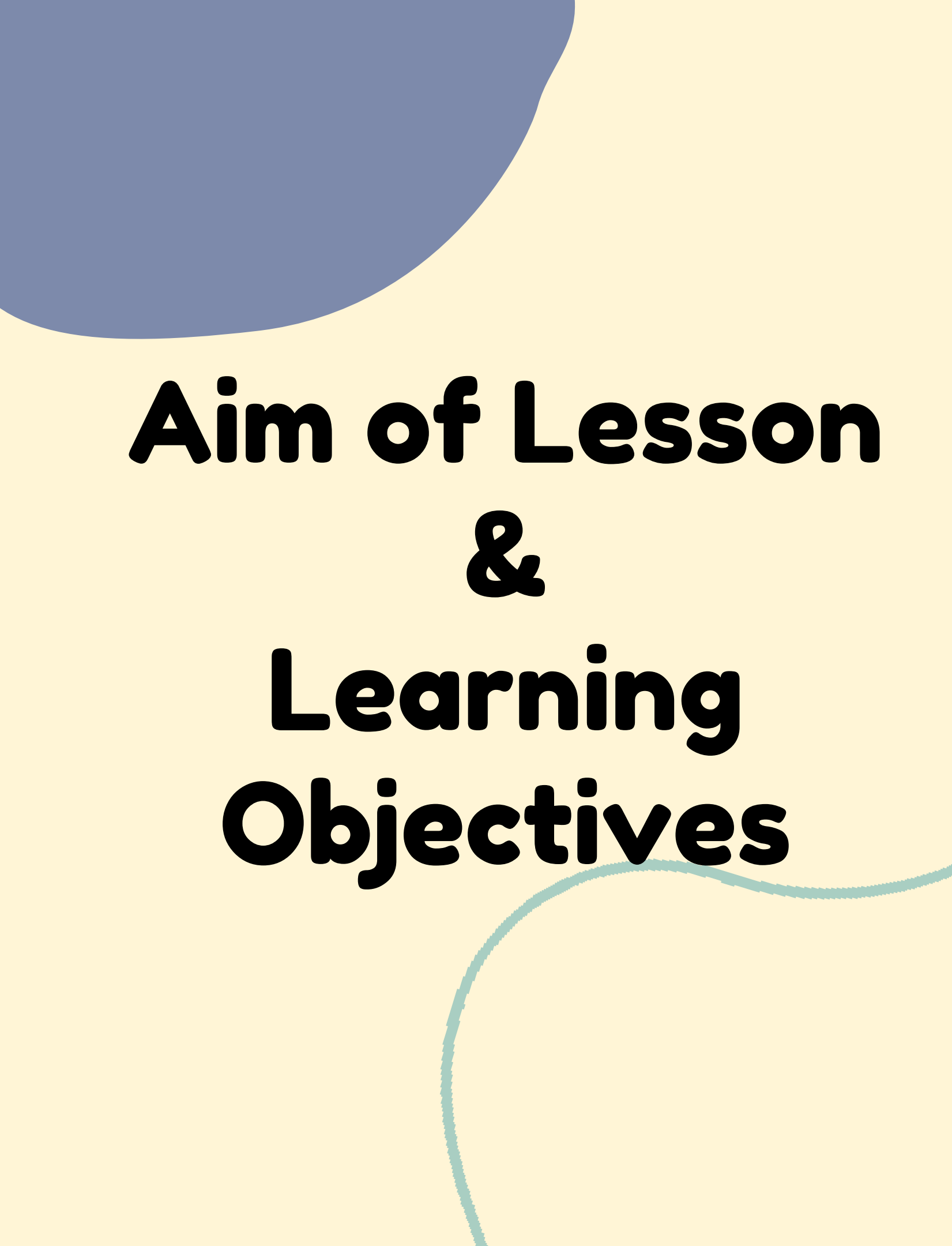
WHY?

- Nearly every industry benefits from workplace creativity since it allows workers to improve their problem-solving abilities and build inventive work habits.
- Innovative organisations' management not only establishes the organisation's innovation culture, but also establishes the vision, strategies, and policies that guide and motivate the organisation's innovation.



LEARNING PLAN

Presented by: Maya Alya



Aim of Lesson & Learning Objectives

AIM OF LESSON

The objective of this plan is to increase participation and develop a democratic climate in which leaders are encouraged to be accountable and autonomous for their knowledge and experience in creativity and innovation.

LEARNING OBJECTIVES

- Define and identify the concept of constructivism
- Create knowledge through the combination of their ideas and experiences
- Create meaning from new information by linking it with previous knowledge and assimilate it into their current knowledge
- Accommodate new information by reorganising existing knowledge to a higher degree of thought

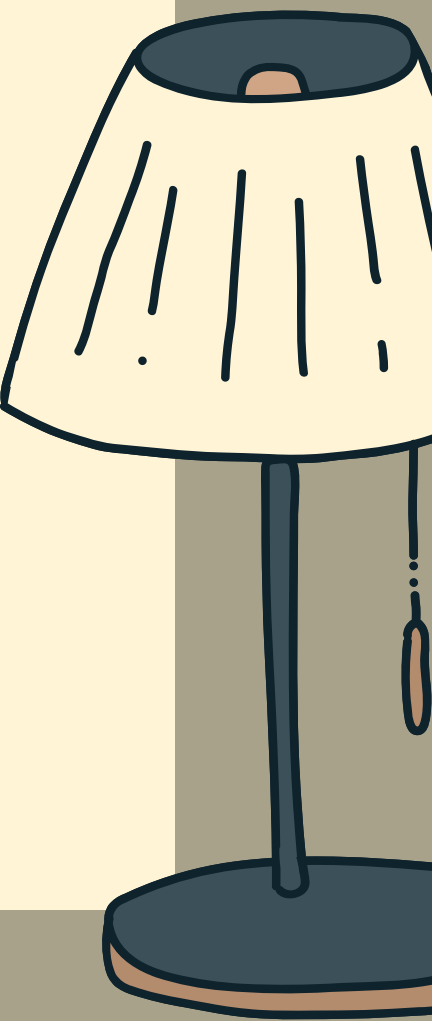
ROOM LAYOUT

CLUSTER STYLE

- Cluster style is best for this session because the arrangement of the tables into smaller groupings encourages student-to-student engagement.

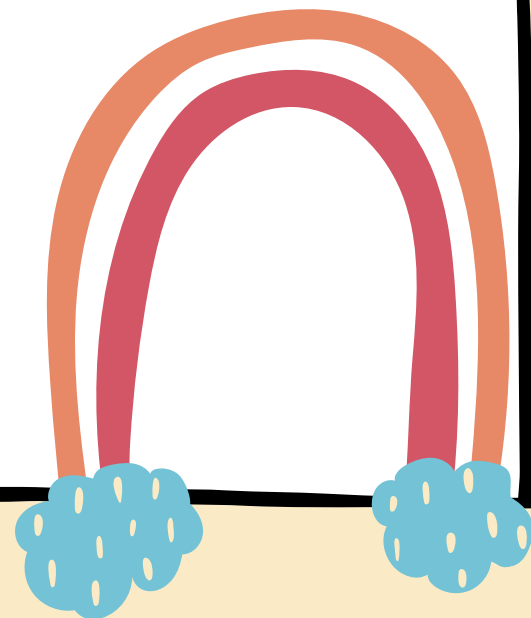
HOW? WHY?

- In smaller groups.
- Give learners a chance to form beliefs, take constructive criticism, and start expressing themselves prior to speaking out to the entire class.



PREVIOUS KNOWLEDGE

It is assumed that leaders within the organisation have prior experiences in creativity and innovation.

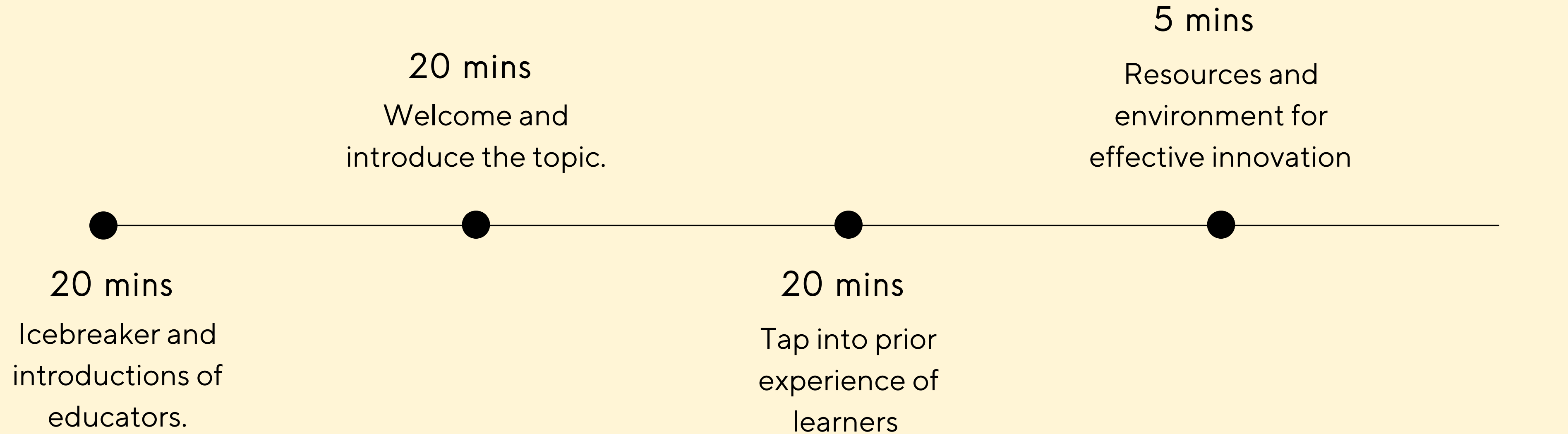


Health and Safety

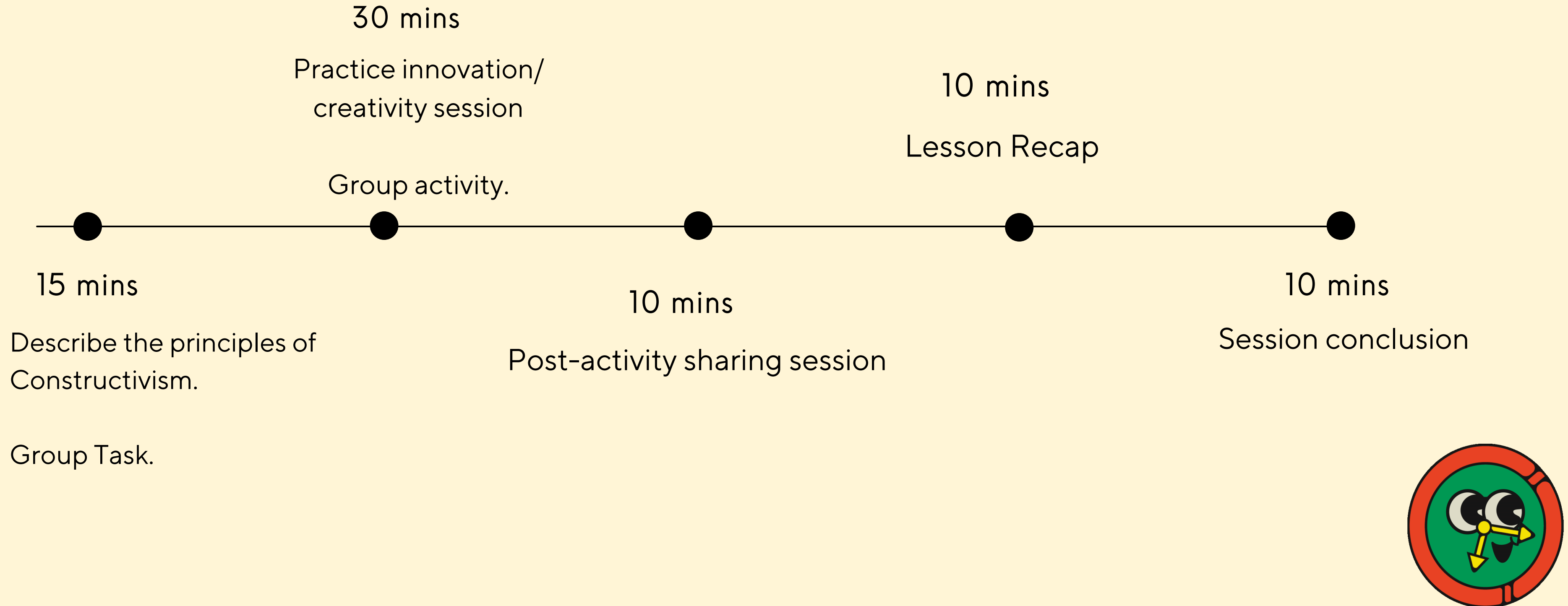
There are no identified risks to the learners from carrying out any of the tasks associated with the learning plan.



Session Overview



Session Overview



LEARNING METHODS

Presented by: Wan Wazir



Learning Methods

LECTURE

- oldest and most widely used pedagogical approach
- information is effectively conveyed to learners in the form of academic concepts
- cost-saving, time efficient and can be used with a large number of people

DISCUSSION

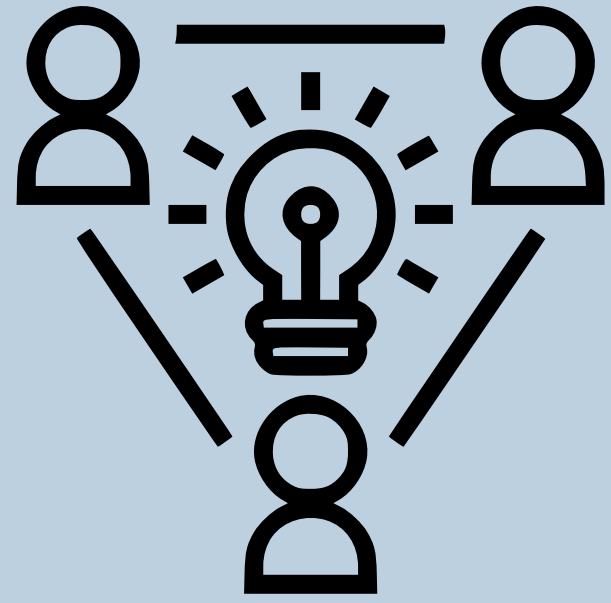
- a contemporary technique for active learning
- cost-effective and promising alternative
- improves skills, boost involvement, and promotes a positive learning environment

GAME-BASED LEARNING

- GBL through a group task (30 Circles exercise) and the use of technologies (Kahoot)
- provide a range of various information presentations to support the learning process
- integrate understanding from different perspectives

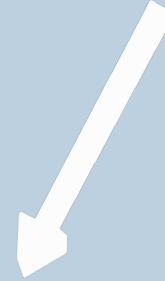
LEARNING THEORY

By Zefoga Verzharo



Group Learning

Knowledge and Experience



SHARING

FEEDBACK

COMBINE
PERSPECTIVES





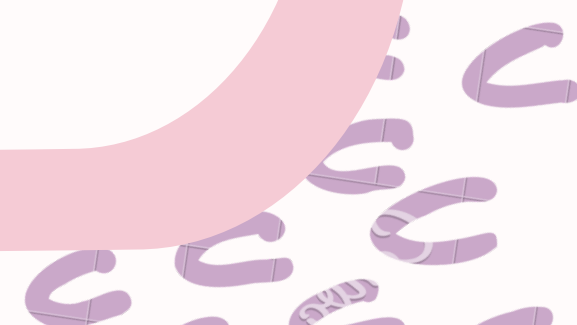
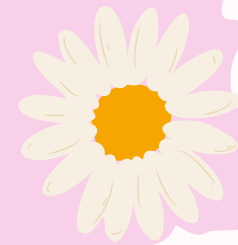
GROUP LEARNING



Adult learner

CAN THEY GET ALONG?

YES



WHY



- Adult learners tend to draw support from their colleagues (Lundberg, 2014)
- Adult learners also tend to achieve more with the support of their colleague (Boateng et al., 2022)

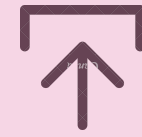


characteristic match!

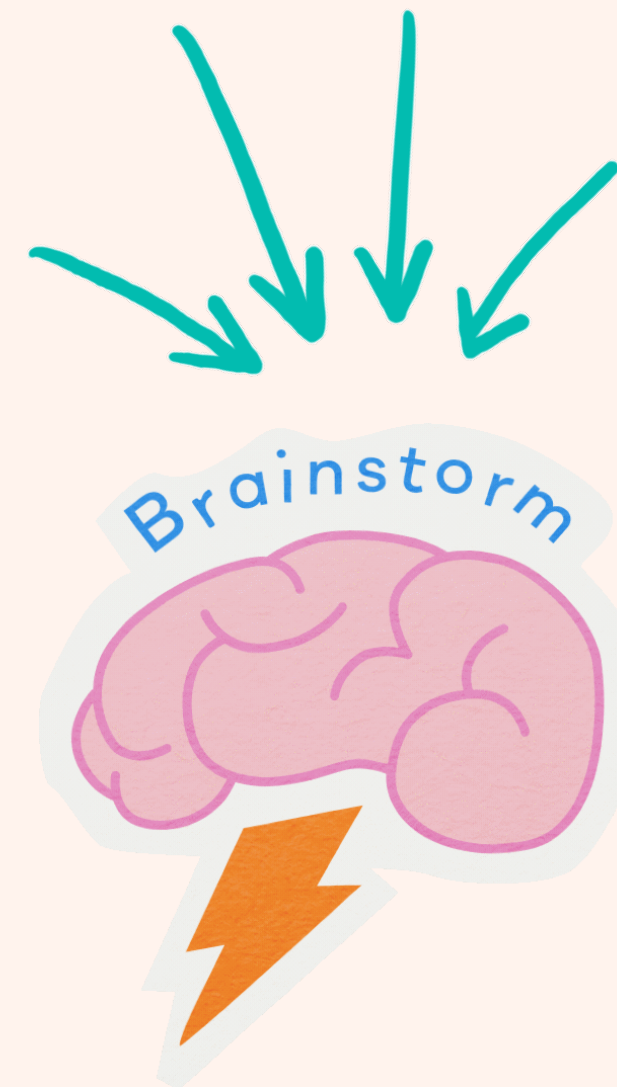
Self directed learning

related to student engagement in academic work
(Groccia, 2018)

Is it relevant with the objective of
Learning plan?

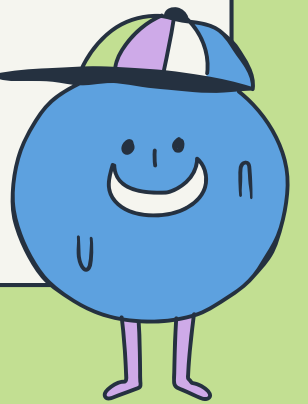
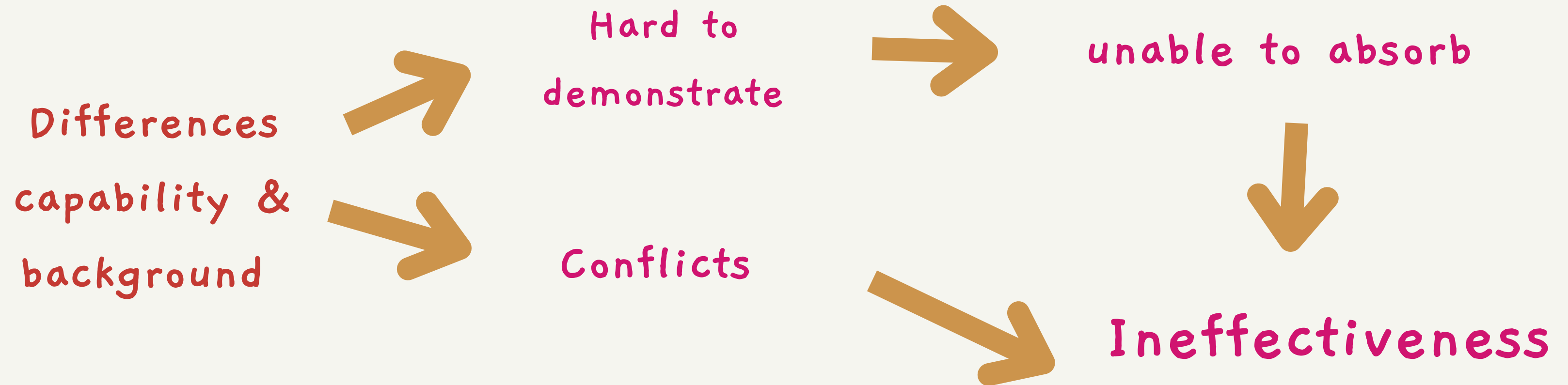


CONSOLIDATION OF THOUGHT, KNOWLEDGE, PERSPECTIVE,
SKILLS, AND EXPERIENCES THROUGH DISCUSSION



Possible drawbacks

Ease of knowledge transfer



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THE END

THANK YOU FOR YOUR
KIND ATTENTION

