**Creative and active pedagogies:**

The broad context in which learning, teaching and pedagogical activities within higher education (HE) is changing at a rapid rate where lecturers are required to deliver content more creatively within HE (Cleaver et al 2014, Taylor & Parson 2011). With the crisis we are in regarding Covid 19 pandemic, when all lectures, seminars and meetings are taking place via IT platforms, many will struggle to engage students through didactic approaches. Moreover, there is a growing expectation for academics to use their skills in research, scholarship and higher order thinking to improve and develop a more positive students experience overall which, will ultimately impacts on University NSS results (Cleaver et al 2014). Nevertheless, does this bode well with all educators who may have significant subject knowledge in an area of expertise and who use more didactic approaches to teaching and learning? Will these ‘subject specialist’ struggle with creative approaches to teaching and learning?

What is evident is that students have changed over the last 20 years, which many believe in responses to their engagement with technology and their upbringing (Taylor and Parson 2011) Furthermore, we are unsure of what is around the corner as restrictions begin to move, will students struggle within large lecture theatres being taught didactically as they maybe used to being taught using IT platforms?

Research has highlighted that, students are becoming less engaged within lectures (Goss & Sonnemann, 2017) and educators need to address methods of delivery to stimulate engagement and generate interest within lessons (Taylor & Parson, 2011). Past research indicates that games and activities have the potential to draw students into the learning process and encourage students to participate and become more engaged through an interactive environment (Gosen and Washbush, 2004). For this reason, active and creative pedagogies now play a more crucial role in our methods of delivery where educators attempt to bring lessons alive and stimulate engagement within lectures, seminars and workshops.

When students are engaged they simply learn better, it is therefore vital that the educators create pedagogies and techniques that stimulate students’ engagement within 21st century classrooms (Goss & Sonnemann , 2017). Furthermore, it is important that lecturers try to enhance learning opportunities and foster a positive learning environment within lectures to create a positive classroom climate to motivate students (Taylor & Parson 2011, Fraser, 2007)

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