



HOW TO NURTURE CREATIVE THINKING



Re-framing existing teaching and measurement processes to elevate creativity and reduce anxiety, in line with the 4th Industrial Revolution.

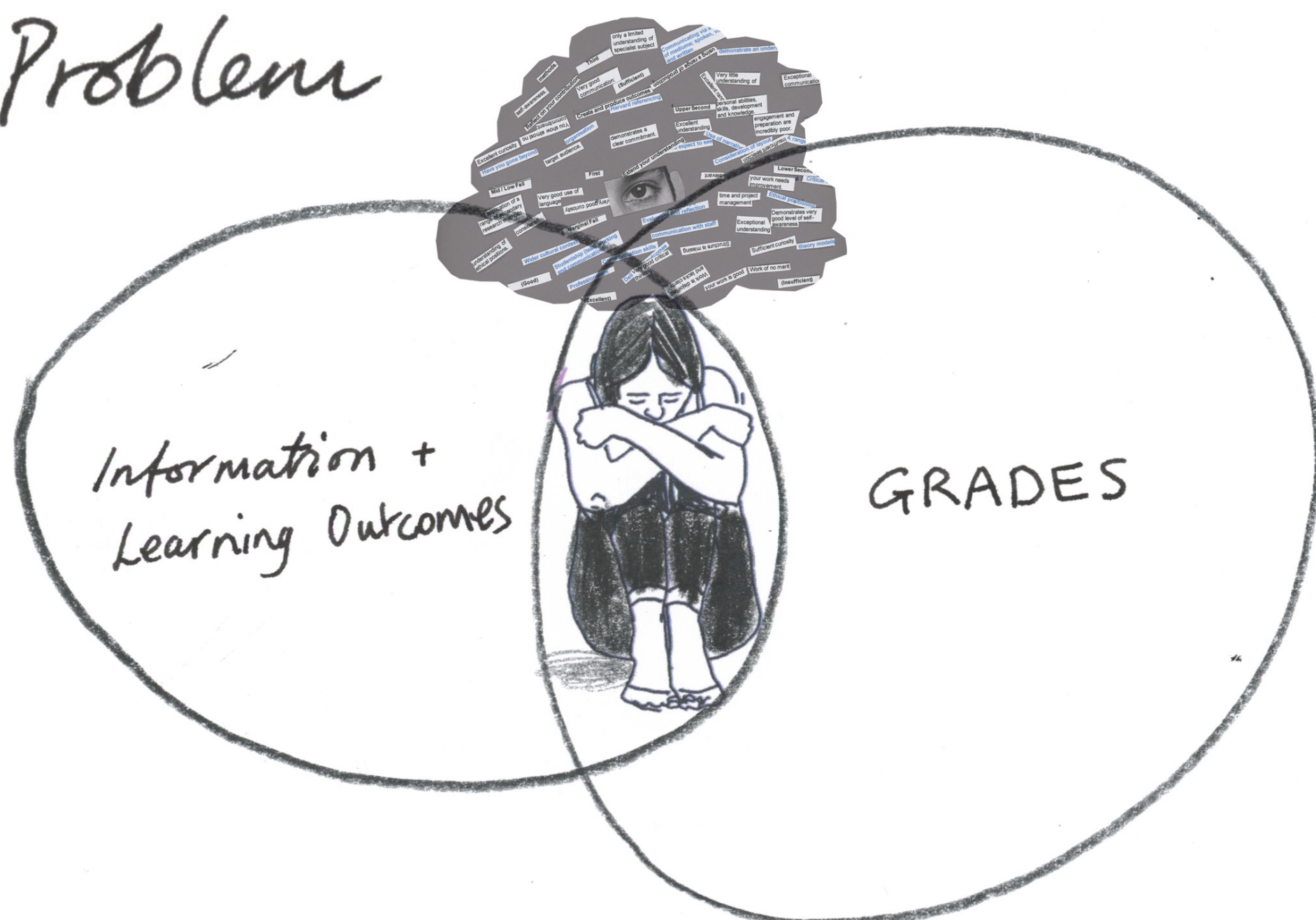
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Context

"I spend so long wondering if I am doing it right, that I don't have any time to actually do it." - Sam, FCP Student, Level 6

- Creativity is one of the top 3 skills required for the 4th Industrial revolution.
- Creative development thrives during discovery and experience.
- Serendipitous discovery is vital and significant but not always credited during research. (Kennedy et al. 2021)

Problem



- FCP (Fashion, Communication and Promotion) focuses on measurable academic success e.g correct Harvard referencing over individual creative agility, originality and confidence.
- Creativity is a hugely personal, delicate and nebulous thing "My teacher told me I'm no good at art." - Joe Coke, Alumni FCP
- Learning outcomes impede discovery.
- Focus on current measurable results obviates the subjectivity inherent in creativity.
- Students don't have enough time to explore.

Potential Causality

- High fees = High pressure to achieve high grades
- Universities judged on grade performance
- Formulaic teaching leads to formulaic outcomes
- Creativity is inherently risky which is currently unlikely to be reflected in higher grades. Qualitative research supports this theory:

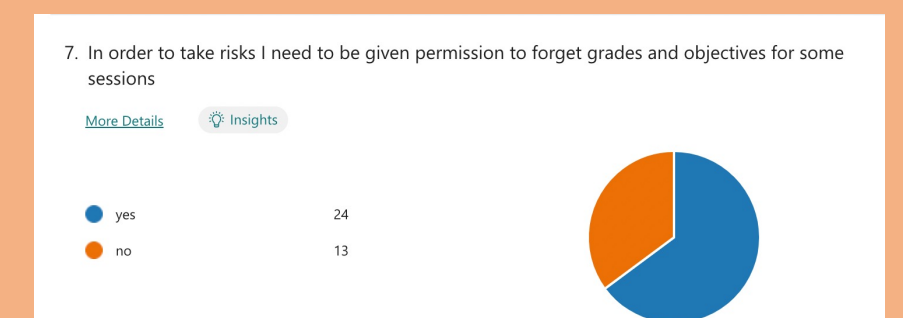
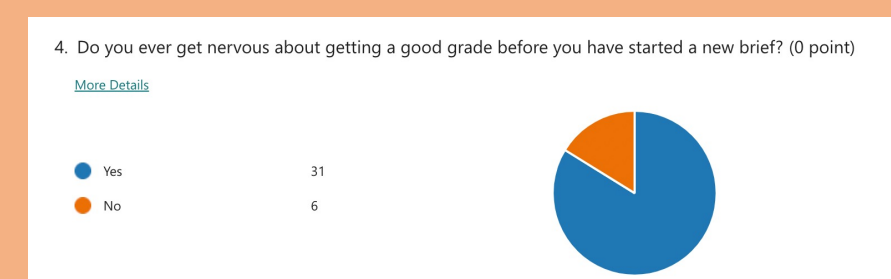
The Challenge

- To develop an innovative body of work (specifically workshops and podcasts) which increases individual creativity in line with the 4th Industrial revolution.
- To prove to the University that the above problem is true
- To provide the University with evidence of innovation that can be used in marketing
- Prove that the current methods used to measure success are stunting this very nuanced, delicate and elusive creative development.

Current Research

Research and findings so far through numerous workshops and surveys:

- Creating PLAY workshops across all three years of BA (Hons) has been effective and cited as best practice.
- Mental Health/creative play workshops – excellent feedback. More to be explored.
- Measuring & documenting success and experience supports the hypothesis that problem is significant;



Would you say that anticipation of grades and assessment makes you more or less likely to enjoy your work? Explain how, if you can

Yeah, when I know I have a presentation or something is going to be judged/graded it makes me worry and look at what 'should' be done - I try and do what is right rather than just exploring and enjoying the experience.

Would you say that anticipation of grades and assessment make you more or less likely to create interesting outcomes, or take creative risks? Explain how, if you can

Yeah, same again. I end up wanting to stick to the safe option because you know it's right rather than being adventurous.

Would you say that anticipation of grades and assessment makes you more or less likely to enjoy your work? Explain how, if you can

less as im focusing so much on what i need to do to get the grade

Would you say that anticipation of grades and assessment make you more or less likely to create interesting outcomes, or take creative risks? Explain how, if you can

Depends who you have as a tutor as some encourage wild and more creative outcomes and some make you question if it's viable or realistic.

References

Kennedy, G, Whitehead, D, Ferdinand-James, D., 2021. Serendipity: A way of stimulating researcher's Creativity

Bruner, J. S., 1971. "The Process of Education" Revisited. [online] <http://www.jstor.org/stable/20373062>

Wright, K., 2019. Sparking Creativity in Advanced HE [online] Access here: <https://www.advance-he.ac.uk/news-and-views/Sparking-creativity>

What Next?

- Greater collaboration and sharing within and outside of the University.
- Discussive Podcasts and debates with Industry experts.
- Documentation of a focus group within my course, FCP.
- Mapping student's progress across the 3 years.

- Cohesive series of workshops. designed using a breadth of existing research on creative pedagogies and broader findings.
- Possible connections with Learning Differences, and non-linear processes. (will people with learning differences benefit from the less linear approach and therefore ensure Success for All.)
- Explore other courses' assessment approaches.