



eLearning Meet Summer 2015-2016, Duschene 001, Stuart Digby, University of Roehampton



Developing creative practitioners through an e-portfolio,

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Education



Developing Creative Learners EDU 020L521A

- Idea behind the module: To create a context of informed understanding through a blend of reflective processing of previous and current policies, and how they stand in the light of existing research, and what the combined impact has upon pedagogical practice within the classroom Theoretical frameworks: Metacognition, teacher/self-efficacy, self/collective agency
- Assessment-functional for both student and teacher; structured autonomy through e-portfolio. Students selected criteria upon rubric was shaped. Live working example within safety of LOs.

Assessment process & products

Assessment	Timeline (wks)	Weighting	Mastery	Nature	Initiative	Form	Pedagogy
1	2-4;8	25%	Up to 50%	Formative (theoretical and practice-based)	Self	e-portfolio	2 workshops from elearning advisor Time built into several classes for working on these Invitation to 'capture' their practice-driven learning journey onto their e-portfolio
2	4-6; 8	15%	Up to 25%	Formative and authentic (practice-based)	Team problem set upon team based learning approach (Michaelsen, Knight & Fink (2004)	Creation of a Creative practice Informal Presentation with 500 word explanatory paper	Informal teams to support ideas before they went into school-based practice; planning and brain storming Class informal reflection Add to e-portfolio
3	12 (two weeks post end of class)	60%	N/A	Summative (theoretical and practice-based)	Self	Case study paper	Explicit workshop following mastery feedback from 1 and 2



Class features



- ▶ Buy in –learning community, accountability (check points), formative steps to final
- ▶ Mastery-crediting efforts and refining skills
- ▶ Trust and resilience- working creatively and in ways to promote creativity and autonomy (personal & social agency)
- ▶ Meaningful- exiting the class with useful skills and product toward current and future practice/study

Working example:

<https://creativelearninginscience.wordpress.com/>

E-portfolio and formative feedback following first of two submissions

- ▶ Hi 'Student'

- ▶ *This is a super portfolio and one I feel your journey is moving from your own positioning as a creative learner to that of your pupils. I think that you depict your developing insights and firmly and confidently place yourself in a position where you can orchestrate the creative element of your practice as to positively impact the learning of your pupils.*

- ▶ *Aim to illuminate some more readings as to deepen the criticality of the invaluable reflection offered. This will make the journey steadfast as you move forwards as a proponent of teaching creatively and for creativity. I think that the dance we dance between this is our own creative pedagogy. Thank you for creating and sharing your journey. Please find feedback across checkpoints.*

- ▶ Best wishes,

- ▶ Alison

Checkpoint related feedback

- ▶ CP1: I like the insight shared through this blog as you identify further links across literature elsewhere. I enjoy hearing how your opinion is positioning amidst these tensions and likely would want to hold you to task to support your contention regarding the current curriculum. As advocates for creativity, I believe that likely change through the curriculum may have to come from the inside out, if a policy-driven change fails to return. That means that teachers can empower how the curriculum is operationalised as to encompass this from an ideological standpoint if not an explicitly via mandates. A good read thank you Tanya.
- ▶ CP 2: Your perspective drawn from your metacognition reading is quite spirited as it firmly places the responsibility for student empowerment of thought with the teacher. This in my opinion parallels the same responsibility and function we can include in our own pedagogies with regard creativity. We orchestrate these thinking-based opportunities and I am delighted to see that you have depicted your role in this holistic approach.
- ▶ CP3: Creative learning strategies
- ▶ Curiosity is indeed an entry point for creativity. As you link this with the framework from Woods (1990) I find it quite inspiring that you recognize that for pupils to take ownership of their understanding, your role in modelling curiosity is also a contributing factor.
- ▶ CP4: Implications of creative teaching
- ▶ I love the pupil exemplar of changing the ideas of the universe and the fact that you recognise and validate his creation despite recognising that this may be less than usual via a science-based route. I think I would like to see a little more support as to deepen your own metacognitive response to your scaffolded teaching and resultant products. Aim to illuminate some of your readings and any current research which hones in upon these constructs of ownership, creative abilities and implications for subject-based delivery/content.