

# Creatiity in teaching and learning education



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Creativity is about holding original ideas and thoughts, being flexible with these and about work outing and happening jobs. Craft ( 2003 ) describes this as “ small hundred creativeness ” , and advises:

“ Small hundred creativeness is non needfully tied to a merchandise - result, for it involves exerting imagination. It involves holding some appreciation of the sphere of application, and therefore of the rightness of the thoughts. It involves the usage of the imaginativeness, intelligence and self-expression. ”  
( p. 148 )

In order to notice on how creativeness might be used to back up larning we must understand what is meant by larning. Kyriacou ( 1997 ) definition of larning provinces, ‘ pupil larning can be defined as alterations in a student behavior which take topographic point as a consequence of being engaged in an educational experience ‘ . This mention suggests that if there is alteration, whether that is: greater cognition, different attitude towards certain issues or thoughts, improved ability, better apprehension, or the capacity to make something different, so larning has occurred. Therefore, in this commentary recommendations of how creativeness might be used to back up larning must ensue in a alteration in students ‘ behaviors harmonizing to Kyriacou ‘ s definition.

Learning, “ the alteration in a student ‘ s behavior which takes topographic point as a consequence of being engaged in an educational experience ( Kyriacou, 1997, p. 22 ) ” is the ultimate end of the instructor and pupil. By the clip the pupil arrives in the Further Education schoolroom he/she may good be geting already under the perceptual experience that they are neglecting, schemes at school will hold been tried and could good hold failed ; go forthing those grownups with SEN frequently without touchable makings. There is small point reiterating schemes that have failed in the yesteryear, there is everything to derive by prosecuting the pupil with a originative and fresh attack.

There may be a fright in instructors today to ‘ come off the book ‘ and depart from the program, as they are so frequently watched and monitored that to make something different, and be seen to make so, is to take a great hazard should something travel incorrect. Yet in fact, in response to this, Robert Fisher suggests that what we really need is learning that is ‘ not trapped in defensive or everyday thought, but learning that is advanced ( Fisher, 2004, p. 12 ) . The inquiry is whether advanced instruction is still possible, in an educational clime that appears to favor extremely proscriptive course of study that looks toward tests. More than anything the scholar needs to experience that what they do is worthwhile and personal motive is a cardinal to success throughout our lives ( ibid, p. 14 ) . The Teaching4Learning web site notes the fact that in station secondary instruction the instructor is excessively frequently concerned with go throughing on facts, whereas this leads to come up larning without understanding ( Charles Darwin University, 2011 ) . What is truly required is more learner centred, flexible and

originative instruction ( ibid ) and this essay will seek to discourse how this may be achieved.

## **A Critical treatment and rating of some cardinal concepts/theories and enterprises sing creativeness in instruction and acquisition within SEN – Learning Troubles and Disabilities in Further Education.**

In their book on instruction in the Post-Compulsory sector, Reece and Walker describe the good instructor as person who knows their pupils as persons and is willing to be flexible and alteration attack depending upon their pupil ' s demands ( Reece & A ; Walker, 2000, p. 16 ) . This is echoed in the notes on the ' Come Read With Me Conference ' which was on learning grownups with developmental troubles. The conference raised the fact that to learn efficaciously in this respect you must hold the belief that your pupils can larn. It besides raised the fact that many of us learn in beds with the ability to treat one piece at a clip and in making so we may good integrate more than one mode ( manner of larning ) at any clip ( Downey, 2007 ) . The more rigidness in the instruction attack, the more some members of the category may be excluded from the procedure. It is non that every lesson needs to seek to suit all acquisition manners, but there should be some recognition over a longer clip frame of different methods of acquisition. Besides, although instructors aged 40 and over still stand for the coevals brought up on listening to the wireless, LP vinyl records and life in a childhood with no nomadic phones or cyberspace ; the immature coevals coming through come from a ocular and computerised coevals who are used to different methods of deriving information. If the schoolroom is to look connected, instead than disconnected, from the universe they inhabit outside, it is necessary for

learning to accommodate and be originative with respect to learning this digital coevals of scholars.

This thought of different beds in the acquisition procedure is reflected in the thought of

Lev Vygotsky ( 1896-1934 ) who saw the procedure of instruction as an active procedure, one in which the pupil requires scaffolding to make the following degree ( Scales, 2008, p. 66 mentioning Vygotsky ) . An analogy to staging is the kid larning how to sit a motorcycle whilst utilizing stabilizers, as the kid grows in assurance the stabilizers are taken off. For some of the grownup scholars who have larning disablement it may good be that the staging has been in topographic point for some considerable clip and it may non be possible to wholly take this staging. Once such illustration would be for Down ' s syndrome grownups who it is shown are still extremely dependent upon support in their acquisition to get by with mundane life.

Figure 1Chart adapted from Buckley et Al ( 2002 )

This chart shows the high degree of dependance that these immature grownups still have is reflected in the present authorities 2011 Green Paper: ' Support and Aspiration- a new attack to particular educational demands and disablement ' . One clear message from the paper is that support should non halt when the kids leave the school gates as " excessively frequently the chances and support available to disenable immature people and immature people with SEN fall short of what they need to do a successful passage to adult life ( Department for Education, 2011, P. 80 ) . " The green paper advocates a individual appraisal process that takes the SEN child/young

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grownup from birth through to the age of 25, targeted support enabling the person to take part in instruction and preparation ( ibid pp. 81-83 ) . For some of my SEN learners this entree to farther preparation and instruction into their mid mid-twenties may be indispensable to enable them to populate carry throughing grownup lives. Teachers need to see originative efforts to let pupils to ' evaluate and self monitora^|metacognition can heighten immature people ' s control over originative activity ( Department for Education and Employment, 1999, p. 92 ) .

For grownups, and so kids, Bruner saw larning as a societal procedure ( Scales, 2008, p. 64 ) ; and for my pupils with larning difficulties/disabilities it is possibly particularly of import that they are able to be helped understand the universe through communicative interaction. Bruner saw four elements in the theory of direction, these being: preparedness, construction ( for understanding ) , sequence and motive. This can be compared to Kolb ' s acquisition rhythm which was to a great extent influenced by Piaget and Dewey ( who saw larning as a structuring of experience or ' habit ' ) and shows the on-going alteration of thoughts, therefore leting more creativeness of attack from a instructor ' in which the instructor can look to take the scholar from where he is to where the instructor wants him to be ( Hillier, 2012 p. 111 mentioning Lovell 1979 ) . '

This rhythm is to a great extent connected into the concrete experience that enables us to hold an experience and learn through it, taking the scholar out to see a palace instead than merely look at one in a book ; to watch Shakespeare in the theater instead than read it merely in the schoolroom. This makes larning memorable, it gives the concrete experience that can so

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be reviewed and reflected upon. The pupil should so reason and learn from the experience before you plan out what you do. Associating to Bruner, this originative attack allows for the acquisition, transmutation and rating of acquisition, measuring the public-service corporation of new cognition ( Scales, 2008, p. 64 ) .

Within learning theoreticians at that place is non unvarying understanding about the advantages of ' discovery ' acquisition. David Ausubel was non an advocator of find attack preferring a instructor led attack that nevertheless meant that scholars had to do their ain significance ; it is up to the instructor to supply the construction and associate everything to old acquisition ( Scales, 2008, p. 67 mentioning Ausubel ) . However although preparedness is a consequence of our past acquisition experience, ' people normally do non cognize what they know, where they have got to in their acquisition, nor where they are traveling ( Minton, 2005, p. 71 ) . From Minton comes the importance of gait in any lesson, gait generates enthusiasm and broken down undertakings stops pupils from stagnating during a lesson, it keeps focus tight.

Appraisal can do this an incorporate portion of acquisition. Since the 1998 ' Inside the Black Box ' study by Black and Wiliam, schools and colleges have been focussed on bettering bringing of appraisal so that it reflects the desire to implant quality formative appraisal in all instruction, so that each lesson the pupil is cognizant of the acquisition nonsubjective and that all ends are shared with the pupils ( Black and Wiliam, 1998 ) . Particularly for the grownup scholar with any signifier of learning disablement, summational appraisal in the signifier of formalistic tests may hold led to small success

and feelings of insufficiency. The demand to obtain makings is ever at that place, but the demand to develop the literacy and numeracy accomplishments to get by with big life is perchance even more of import and one book on assessment notes that formative appraisal should be ' an on-going and informal activity as you absorb and react to the manner the category is reacting ( Tanner and Jones, 2003, p. 45 ) . ' Essentially interaction is at the bosom of the appraisal procedure and it allows the pupil to foreground to the instructor whether they are following the lesson ( some categories utilizing a traffic visible radiation system to bespeak degrees of lucidity ) and the instructor can give speedy unwritten feedback as the lesson progresses therefore ever seeking to take the pupil to the following stage.

### **The application of originative schemes in learning and larning including critical contemplation on the application of creativeness within SEN in Further Education.**

If there is a key to being originative in schemes toward learning and acquisition, so the common links would look to be contemplation and motive. Let go ofing motive in the pupil, associating this to old and future success and demoing how reflecting formatively with the instructor on where you are in the acquisition procedure can transform acquisition. ' Within Maslow ' s hierarchy of human demands ( 1954 ) creativeness and ego realization are at the top of the graduated table ( Beetlestone, 1998, P. 110 ) . " Not everyone can use learning creatively as Fisher states that an effectual instructor needs a originative school leader ( Fisher, 2004, p. 12 ) , it is really difficult for the instructor to be originative without support from leading.



Key to adult learning " is the procedure of reflecting back on anterior acquisition to find whether what we have learned is justified under present fortunes ( Mezirow, 2010 ) . " This contemplation can be a portion of formative appraisal and originative feedback to pupils is really much a portion of this attack, it centrally has to associate into what Maslow would specify as the urge we all have to fulfill our wonder ; he sees the cognitive demand as entwined with the basic demands ( Kyriacou, 1997, p. 27 ) . Although the basic demands need to be satisfied foremost, the mercantile establishment is at that place for all pupils to be motivated and to learn. Socialisation, shared experience and the interaction of the schoolroom are all highly of import and for effectual instruction and learning the instructor will hold to travel and accommodate learning to suit the acquisition demands of the grownup pupils. Sometimes this involves turning a past history of learning failure behind, and the Lamb Report ( 2009 ) showed how excessively frequently the emphasis/interaction with parents of SEN pupils was on proviso of support instead than on the teaching/learning to be undertaken ( Lamb, 2009 ) . The study looks for a important displacement in the connexions between pedagogues, parents and external services ( ibid, 3. 7 ) and a genuinely originative attack in particular demands instruction within the farther instruction service may good take this advice and seek to associate all facets of the scholars background, making a clear way forward for the scholar with support from their households.

To reason, formative appraisal, leting the scene of clear marks and the staging of acquisition advocated through Vygotsky can take to motivated scholars. However the instructor needs to affect the pupil in the acquisition

procedure letting for transformative acquisition in which the pupil can truly make something with their cognition, enabling them to pull off better twenty-four hours to twenty-four hours and derive employment in a hard economic climate. The instructor needs to supply the acquisition construction and concentrate on the demands of the pupil, creatively accommodating lessons for a new coevals of digital scholars.

Bing a SEN Lecturer I noticed that there are concerns that the practical experience of originative procedures may go simplistic, elementary and unable to reflect the complexness and challenges of developing creativeness in the course of study and teaching method. Prentice ( 2000 ) highlights the dangers of a complex and slippery belief, which may ensue in confusions and contradictions, which does non let pedagogues to concentrate on the intent and possibilities of originative procedures in the course of study. I would reason that this statement summaries that for many instructors there are many contradictions and confusion, some because the authorities have changed their attack to creativeness and the manner they have expected instruction to be taught, and besides because there are so many demands for consequences, it becomes hard to happen clip to let originative pattern. Hartley ( 2003 ) supports this statement in explicating how authorities and concern are go toing to creativeness and emotional literacy in instruction, attaching them to ' practice which remains decidedly public presentation driven, standardized and monitored ' , and tackling them for instrumental intents in the cognition and service-based economic system ( Loveless et el. 2006 ) .

One chief barrier to creativeness are deficiency of equipment, scope of engineerings, and instructors non holding a model to advance understanding and assurance in their ain originative instruction pattern and professional development. Without this model there might be confusion and the inability to advance scholars ' and the instructors ' creativeness.