EDC1300 – Perspectives in Education

Collaborative Group Reflection – Module Three

# What impact does Creativity have on Education?

On-Line Collaborative Group 39

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# The Philosophical Question: Justification of Development

What impact does Creativity have on Education?

Working collaboratively as a team, the group constructed the above philosophical question. It was inspired by readings from the entire course, although particularly those introduced in Module Three (2013). Group members decided to put forward their suggestions of a possible philosophical question which were then merged to concentrate on the main topics of interest (see Appendix).

The importance of a creativity-based educational approach was strongly favoured from the first suggestions within the group, as members were interested in the theorists that promoted this approach. The group was inspired by Robinson, who theorised creativity as being equally as important in education as literacy (RSA, 2010; TED Talks 2010). It was acknowledged that children do have extraordinary capabilities for innovation, based on their creative skills, if developed in their early years of education. Friedman was also highly influential by advocating that success in a "flat world" comes from thinking creatively from an early age (Burke, 2012).

The group agreed that the question was philosophical in nature, due to the open-ended nature of the question. This question was important to our group as it encouraged us to review our own early education and reflect on what made us the creative people we are today. It helped us to recognise both positive and negative teaching practices that will guide us in our future of education, as both teachers and learners.

# Capturing the Inquiry Process

Our question for Module Three was formed during our group enquiry, by building on each other’s ideas and discussing a variety of key influences in the planning, purpose and delivery of education. We also referred back to previous Blackboard Collaborate sessions (OLCLG 39, Blackboard Sessions, October, 2013) and adapted the newly learned material to our current context.

Group members brought their own opinions of theorists and compared them to each other. By expressing each individual’s personal philosophies, we moved towards the theories that best supported the collective belief. The key points of the inquiry were: creativity, its impact on education, and how specific theorists supported or contradicted the use of creativity in education.

A new insight that emerged was that creativity did not seem so important in education until we actually started discussing its positive and negative impact. We also found that a number of theorists supported the importance of creativity in education, such as Robinson (RSA, 2010) and Friedman (Burke, 2012).

We better understood the question once we investigated a few definitions of creativity. We found Petocz & Reid offered several definitions, such as entrepreneurship, innovation and problem-solving (2004). This challenged the group, but did give us a better understanding of what creativity is.

As a group we therefore believe that creativity is important, although depending on the learner and the teacher, the balance of creativity within education may change.

# Reflection: Learning and Conclusions

The group’s philosophical question centred ~~around~~ on discussions on the importance of creativity, and whether there is too much or not enough creativity in education. This prompted discussion directly inspired by key theorists after having formed our own personal philosophy within recent weeks.

In our discussions, Sir Ken Robinson’s views on creativity in the classroom (RSA, 2010), John Dewey’s theories about failing and the importance of it (Johnson & Reed, 2008a) and Freire’s problem-posing approach to education (Johnson & Reed, 2008b) were considered to be the most relevant to the group.

The group learnt that creativity could easily be applied to the class room using collaborative teaching styles and practices that encouraged the students to be independent thinkers – this relates to Bloom’s higher order thinking styles as described by Frangenheim (2012).

The inquiry included discussions around what issues we would see as direct result of too much creativity. The group agreed that the importance of creativity changes as children move through from early childhood to schooling, but a balance would be needed between creativity and structured education.

The group came to the conclusion that technology also plays a large part in creativity as children that traditionally may not have been ‘creative’ can now complete creative things as a result of new technology, which hasn’t been previously available.

# Reflection: the Collaborative Inquiry Process

At the beginning of this unit of work, the general feeling amongst members of the group was of uncertainty and doubt. Group members were unsure of what to expect and didn’t quite understand how to interact with individuals they had never met.

After a slow start where group members had to find their feet and discover the confidence to express themselves, we were able to make steady progress in our work throughout the unit. The group was able to become more organised with regular meetings on the Blackboard Collaborate site, and as individuals we were constantly challenged by attempting different sections of the assessment.

Throughout this unit, group members found that their personal communication skills significantly increased and that learning more about each individual in the group via the collaborative process helped each member to express themselves further than before.

Through this experience, group members’ opinions and beliefs on certain theorists were able to expand due to constant discussion with other group members, something an individual assessment task cannot provide.

Overall the group members found this unit of work a challenging yet positive experience, one in which individuals were able to develop themselves personally while still completing work to a high standard. The unit of work was incredibly beneficial to everyone’s future endeavours and all group members would welcome the opportunity to experience this again.

**References**

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**Appendix**

**EDC1300 – OLCLG 39 – MODULE 3 GROUP REFLECTION ASSIGNMENT**

**PHILOSOPHICAL QUESTION – MIND MAP OF CONCEPTION**

⇩ The questions that we started with, inspired by the readings: ⇩

|  |  |  |  |
| --- | --- | --- | --- |
| Do students these days respect their teachers or do they have too much freedom? | What is the role of the teacher in education? | What really needs to be taught in schools for adult life? | What is creative education and is it the way of the future? |
| What does education mean in different countries? | What is the importance of education for the future? | Is creativity important in education? |  |

⇩⇩⇩ What aspects are we interested in exploring further? ⇩⇩⇩

|  |  |  |  |
| --- | --- | --- | --- |
| How does our society effect what education we receive? | Would Robinson's new age of ideas and information apply to third world countries and their education needs? | How important is creative education to lifelong learning? | Is creativity something that can be taught or learned, or is it natural? |

⇩⇩ Merging our interests into one question. ⇩⇩

|  |  |
| --- | --- |
| What is the impact creative education has for lifelong learning? | What is the importance of creativity in education? |
| What impact does society have in embracing a creative education? |  |

⇩ The final question, after fine-tuning: ⇩

What impact does Creativity have on Education?

**MODULE 3: Collaborative Group Reflection**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary** (3.5-4) | **More than Satisfactory** (3- 3.4) | **Satisfactory (**2.5 -2.9) | **Emergent** (2 – 2.4) | **Unsatisfactory (**0-1.9) |
| **Justify the Development of the Question**  **3.5**/4 | Philosophical question **development** **explained and justified** to show how **ideas** extended and connect to theorists | Philosophical question **development** **explained** to show how **ideas** extended and connect to theorists | Philosophical question **development** **described** to show **further t**hinking, and **describes** connection to theorists | Philosophical question **identified** that shows whatthinking has occurredand **connection to theorists** | Philosophical question **not** identified and ideas are not connecting thinking or to theorists. |
| **Process of Inquiry**  3/4 | **Explain** and **justify** how group member ideas engaged with others **Explain** relevance of discussions to theorists  **Explain** and **justify** the direction of inquiry and new insights that emerged  **Explain** how ideas were challenged. | **Explain** how group member ideas engaged with others **Explain** relevance of discussions to theorists  **Explain** direction of inquiry and new insights that emerged  **Explain** how ideas were challenged. | **Discuss** how group member ideas engaged with others **Describe** relevance of discussions to theorists  **Describe** direction of inquiry and insights that emerged  **Describe** how ideas were challenged. | **Outline** how group member ideas engaged with others  **Outline** relevance of discussions to theorists  **Identified** direction of inquiry, an outline only of insights  **Outline** how ideas challenged | How group members engaged with others **not** **outlined**  No outline of  Relevance of discussion to theorists  No outline of direction of neither inquiry nor insights gained.  How ideas were shared not outlined |
| **Group Reflection on what you have learned**  3.5/4 | **Explain** and **justify** understandings of theorists and concepts  **Explain** and **Interpret** community of inquiry conclusions | **Explain** understandings of theorists and concepts  **Explain** and **Interpret** community of inquiry conclusions | **Describe** understanding of theorists and concepts  **Describe** community of inquiry conclusions and reason for conclusions drawn. | **Outline** community of inquiry conclusions.  2 | Understanding of theorists and concepts **not** **outlined**  Community of inquiry conclusions **not** **outlined** |
|  | 3 | 2.5 | 2 | 1.5 | 0-1 |
| **Group reflection on collaborative inquiry process**  3 /3 | **Very high quality reflection on the experience of engaging in collaborative inquiry over the semester and clear articulation of what has been learned from this experience** | **The group has reflected on the experience of engaging in collaborative inquiry over the semester and articulated what has been learned from this experience** | **Some reflection by the group on the experience of engaging in collaborative inquiry over the semester and comment made on what has been learned from this experience** | **Limited reflection on the experience of engaging in collaborative inquiry over the semester and/or limited comment on what has been learned from this experience** | **No reflection or comment about the experience of engaging in collaborative inquiry over the semester.** |

**Mark: 13 /15**

Comments:

Dear Group members

Again, good work on the whole on your final collaborative inquiry. There are a few points to consider for future inquiries:

* Your reflection is very clear and indicates that you worked well together as a group.
* You have indicated further questions which could lead to greater depth of inquiry.
* The examples of other questions considered were helpful.
* Your mind map usefully illustrated some of your thinking.
* Your final reflection demonstrates that you have all gained a valuable professional skill in working together in an online environment- well done.

Yvonne F. November 2013