

Title: **Creativity, Curriculum and the Management of Diverse Outcomes**

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Abstract:

Session learning outcomes

- To stimulate consideration and debate of the role of originality and creativity within higher education programmes in the light of the requirements of current quality assurance arrangements.
- To propose that the way forward is to acknowledge that both positivist and interpretivist approaches to curriculum formulation and delivery have potential benefits and to consider what form these might take.
- To explore how curricular arrangements might be flexed throughout the undergraduate career in order to facilitate a student's progression from a position of relative dependence to one of independence.
- To consider the implications of the above for the roles of student and teacher particularly in respect of learning outcomes and assessment arrangements.

Key Issues

- Conceptions of creativity and originality and their implications for curriculum.
- Curriculum alignment, or articulation, in respect of stages in the undergraduate career.
- Formulating learning outcomes and assessment criteria to accommodate creative and original responses from students.
- Implications and changes in role and relationships for students and teachers.

Session Activities

Given the uncertain nature of the topics under examination, it is intended that this session should focus primarily on discussion and debate in order to present, challenge and clarify understandings and resultant practices. In order to stimulate this debate the session will be based upon three ten-minute (maximum) presentations at intervals, followed by discussion, which will be recorded in order to circulate participants with an account following the conference. The structure of the session is as follows:

- Introduction and contact details
- Notions of Creativity and its role in higher education.
- Discussion.
- Curriculum – aligned/articulated to serve differing needs throughout the undergraduate career, including intended & emergent learning outcomes and assessment arrangements
- Discussion
- The changing roles of students and teachers.
- Discussion.
- Conclusion and wash-up.

References

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