

**Title:**                   **How do we challenge PGCHE Course Participants to be more creative and innovative in their practice?**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Evaluate the approaches to challenging PGCHE Course Participants (CPs) at London South Bank University to be more innovative and creative in their practice
- Identify their own preferred approaches drawn from their own and others' contributions

### **Session Outline**

Key issues/themes to be addressed are:

- Creativity in curriculum design
- Creativity in teaching, assessment and feedback

The UK Professional Standards Framework (2011) foregrounds innovation and creativity, as Aim 2 "Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings", but how to achieve this in practice is the question here. Some generic texts on learning and teaching in higher education give space to creativity and innovation (e.g. Light, Cox & Calkins 2009) but some don't. For example, Hunt and Chalmers (2012) often mention "effective teaching" but creativity doesn't even get into the index. There is often more reference to creativity and innovation from writers on individual topics such as assessment and feedback (e.g. Brown, 2011; Bryan & Clegg, 2006; HEA, 2012; Race, 2006) and curriculum (e.g. Jackson et al, 2006). But in practice, how do we respond to the UKPSF challenge on our PGCHE course at London South Bank University?

The discussion draws on identifying our own approaches followed by research into Course Participants' (CPs) responses to different ways of introducing the challenge to be more innovative and creative in their practice on our PGCHE. I'll refer to several cohorts' responses. Particular emphasis is given to the topics of course design, assessment, feedback and teaching methodology. Presenting the audience with a range of approaches, I aim to elicit your instant evaluation of the challenges we attempt to offer and also to ask you to contribute your own ways to create this challenge. By the end we should have begun to develop a more comprehensive checklist of ways to challenge PGCHE CPs to be more innovative and creative in their professional practice.

## Session Activities and Approximate Timings

TIME Minutes	CONTENT	ACTIVITY and QUESTIONS
0-5	Introduction – the aim and focus and the context	Explain the focus, what I will do and what I hope participants will do
5-15	Different ways of challenging CPs to be more innovative and creative in their practice used on our PGCHE course	Ask participants to evaluate the different ways we challenge our CPs through online instant feedback mechanisms <i>Which of these approaches do you use? Why?/why not?</i>
15-25	An overview of CPs responses to those challenges drawing on several cohorts' responses.	A brief summary of our CPs' responses to our methods, and an attempt at rating the success or not; ask the audience their opinions of our success (or not). <i>How successful are we in challenging our CPs to be more creative and innovative?</i>
25-35	That's what we do – so what do you do?	Elicit the approaches of the audience to developing this challenge; <i>How do you challenge your CPs to be more creative and innovative?</i> And their evaluation of how successful they are <i>How successful are you in doing this?</i>
35-45	Conclusions	Ask the audience to identify what they see as the most effective approaches to challenging CPs on PGCHE courses to be more innovative and creative. <i>So what are the approaches most likely to achieve our aim of challenging CPs to be more creative and innovative in their practice? Make your own list!</i>

## References

Brown S 2006 **Innovative approaches to assessment**. Presentation to LSBU Learning and Teaching Conference, January 2006

Bryan C. & Clegg K. (eds.) 2006 **Innovative Assessment in Higher Education**. London: Routledge

HEA 2011 **UK Professional Standards Framework** .

<http://www.heacademy.ac.uk/assets/documents/ukpsf/ukpsf.pdf> [last accessed 20 April 2013]

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Jackson N., Oliver M., Shaw M. & Wisdom J. (eds.) 2006 **Developing Creativity in Higher Education: The Imaginative Curriculum**. London: Routledge

Light G., Cox R. & Calkins S. 2009 (2<sup>nd</sup> ed.) **Learning and teaching in higher education: the reflective professional**. London: Sage

Race P 2011 **Why assessment is broken**. Presentation at Greenwich University (December 2011)