

Title: The labyrinth - A reflective space in which to explore peer perspectives on learning gain.

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Session Learning Outcomes

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

- Creatively reflect on current practice in relation to learning gain
- Offer a peer perspective to a conference colleague on a challenge they have identified
- Experience the positive effects that walking and mindfulness have on creative thinking
- Feel the benefit of a 'residual creative boost' for the remainder of the conference (Oppezzo and Schwartz, 2014).

Session Outline

"Above all, do not lose your desire to walk... I have walked myself into my best thoughts" (Kierkegaard as cited in Poole, 1993 p.172).

Would you be interested in experiencing and evaluating the positive effects that walking has on the creative thought process (Oppezzo and Schwartz, 2014)? Are you intrigued to use the labyrinth to increase brain activity? Would you like to explore its potential for finding creative solutions? If so, this session aims at experiencing and evaluating how walking the labyrinth can facilitate individual reflection and peer dialogue (Sellers and Moss, 2016) concerning learning gain. In order to offer creative solutions (Oppezzo and Schwartz, 2014), we will walk the labyrinth to promote connectivity between the right and left sides of the brain (Bosbach, 1998; Compton, 2007). Participants will first have the opportunity to reflect on the challenges associated with current assessment and feedback practices that may impact learning gain. From this reflection the participants will be invited to write a question concerning the most significant challenge they face. Eysenck (1988, p.287) highlights that "At present, creativity is suppressed at every level by orthodoxy, by bureaucracy, by authority – all dislike change, innovation, revolution". This continues to be true in many of the HEIs where we work. Participants will be partnered with a peer who will take this question into the reflective space of the labyrinth. Through mindful walking of the labyrinth each participant will be prompted to discover more creative solutions for their peer. On

completion of their walk they will share these potential solutions with their partner to foster a collaborative approach. As an alternative to walking the labyrinth, fingers labyrinths will be made available for those with mobility challenges in order to provide an inclusive session.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

- A brief introduction to the theory and research into labyrinth walking. Establish the expectations of the session aims and the labyrinth walk. (5-8mins)
- Time for individual reflection and writing plus exchanging of the question with the partnered peer. (3-5mins)
- Reflective walking of the labyrinth whilst thinking of possible solutions for their partnered peer. (20mins)
- Paired dialogue on critically evaluating the solutions offered by the peer. (10mins)
- Plenary – whole group summary. (2mins)

References

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Compton, V. J., 2007. *Understanding the labyrinth as transformative site, symbol, and technology: An arts-informed inquiry*. Ph.D. University of Toronto, Canada.

Eysenck, H. J., 1988. *Genius: The natural history of creativity*. Cambridge: Cambridge University Press.

Oppezzo, M., and Schwartz, D., 2014. Give your ideas some legs: The positive effect of walking on creative thinking. *Journal of Experimental Psychology: Learning, Memory and Cognition*. 40(4), pp.1142-1152.

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