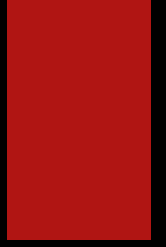



# Developing Creative Pedagogies



- 
- ▶ Explored the Pedagogies of Fashion Business Educators to Identify How They Teach for Creativity and Why .

Research

# Why Research Teaching For Creativity in HE?

## Importance of Creativity in HE

Government, Industry, Educational Advisors, Research

## My Experience

Different understandings of Creativity

- What it is

- Who can be creative

- How it occurs

- What affects It

- How to teach for creativity

# Research Sample

## ▶ **Purposive but Varied**

- **Interviewees** - Varied backgrounds, roles and experience

- **Universities** - Varied in size, courses and heritage

▶ ***All were, highly motivated and passionate about teaching***

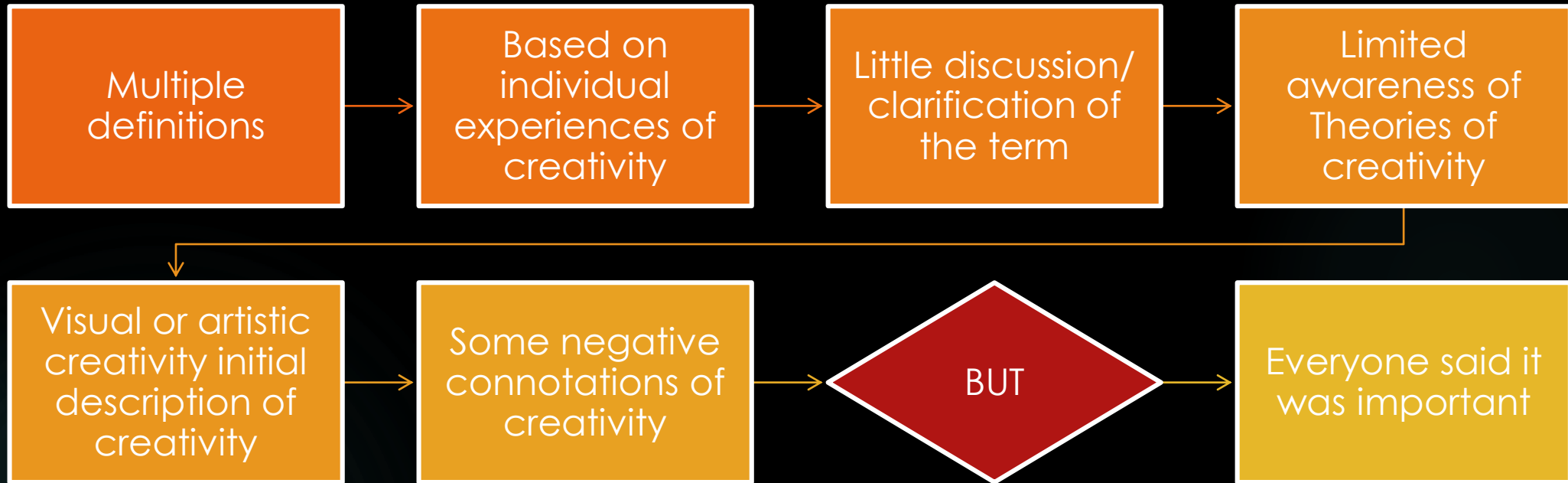
# Areas Explored

Definitions of Creativity

Pedagogy(s)

Approach to **Teaching for Creativity**

What affects their **Teaching for Creativity**



# Findings – Creativity

## What

- Visual Communication and Knowledge

## Who

- Those who 'work hard' are 'curious', are 'Individual'.

## How

- Encouraging, Enabling, Enhancing
- 121

# Findings –Teaching for Creativity

# University Systems and Structures

## Inhibit

# Teaching for Creativity

### ▶ Curriculum

- ▶ **No Time**, 'too many students', 'too much else to teach'

### ▶ Students

- ▶ **Expectations**, unwilling to take risks, pressure for results  
'can't let them fail'

### ▶ Environment

- ▶ Teaching -lectures and seminars  
'Dull grey lecture halls', 'inflexible timetables'

### ▶ Assessment

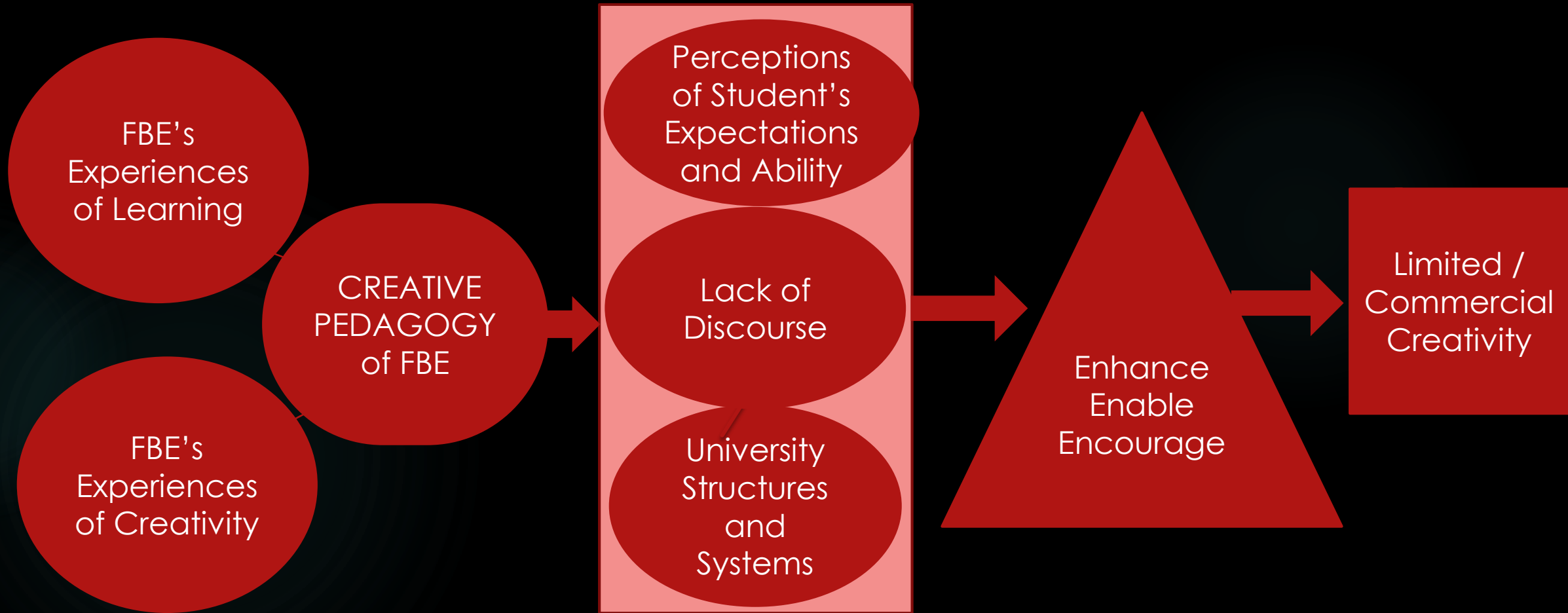
- ▶ Not a requirement
- ▶ Want students to be creative but did not expect it,  
'sometimes pleasantly surprised'



# Why?

- ▶ No formal learning about teaching for creativity
- ▶ We teach as we have learned
- ▶ Teaching for creativity based on our beliefs of creativity
- ▶ Not required or directed to teach for creativity

# How Fashion Business Educators Teach for Creativity



Multiple Individual Approaches to teaching for Creativity

# Summary

- ▶ Teaching for creativity was informal, Infrequent and Individual.
- ▶ No cohesive plan or strategy of teaching for creativity.
- ▶ Reliance on the individual teacher , their views and experiences of creativity .

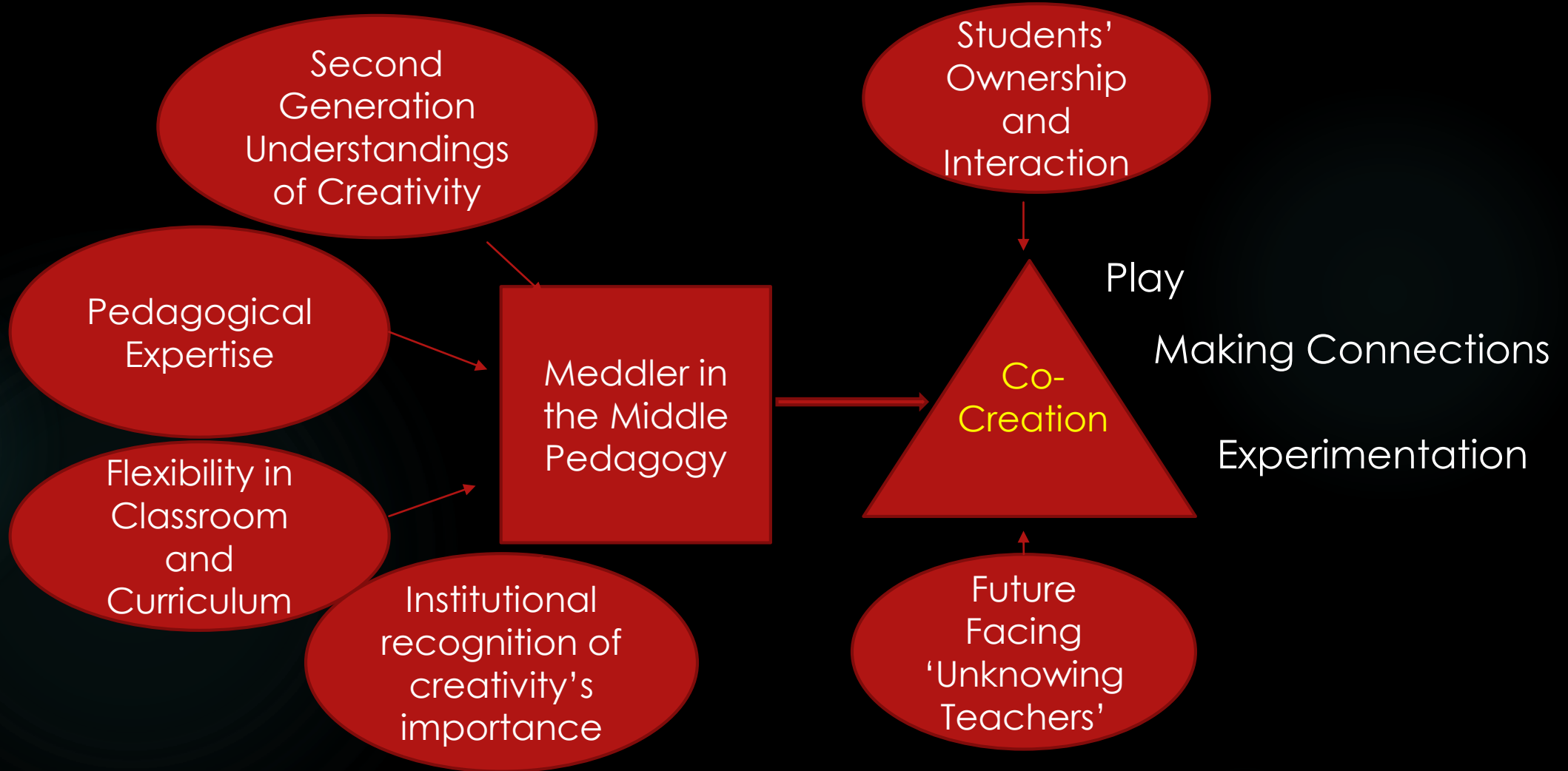
*Consequently teaching for creativity was not sustainable or replicable.*

# Conversely

Creative pedagogy literature advocates and assumes a 'confluence' approach.

An 'holistic, collective' approach to teaching for creativity

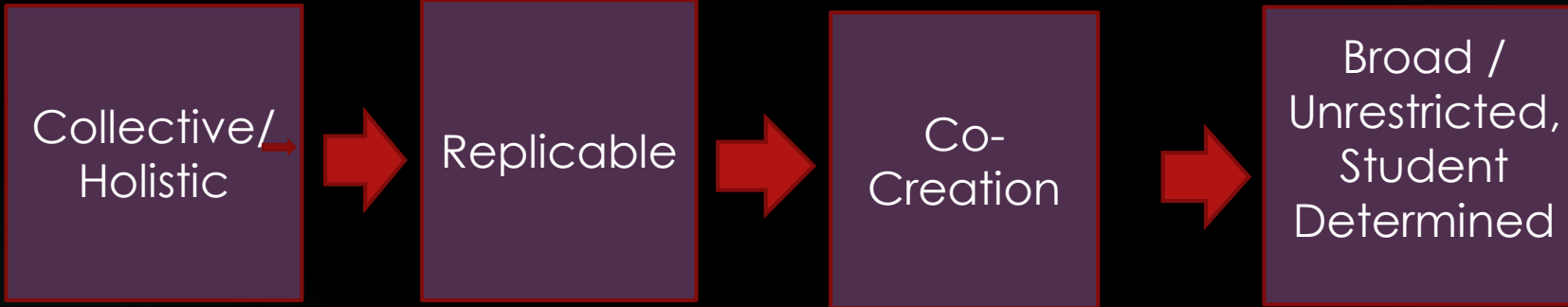
# McWilliam's Theory of Creative Capacity Building in HE



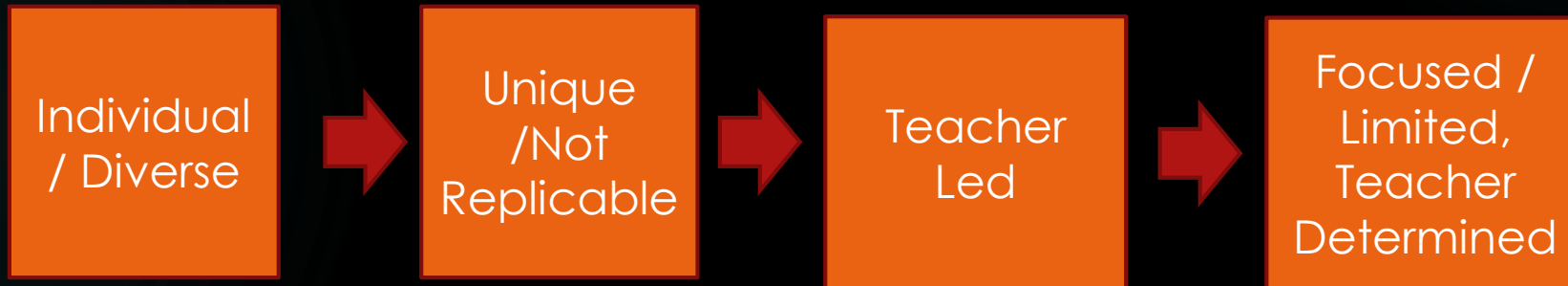
# Individual Versus Collective Approach to Teaching For Creativity



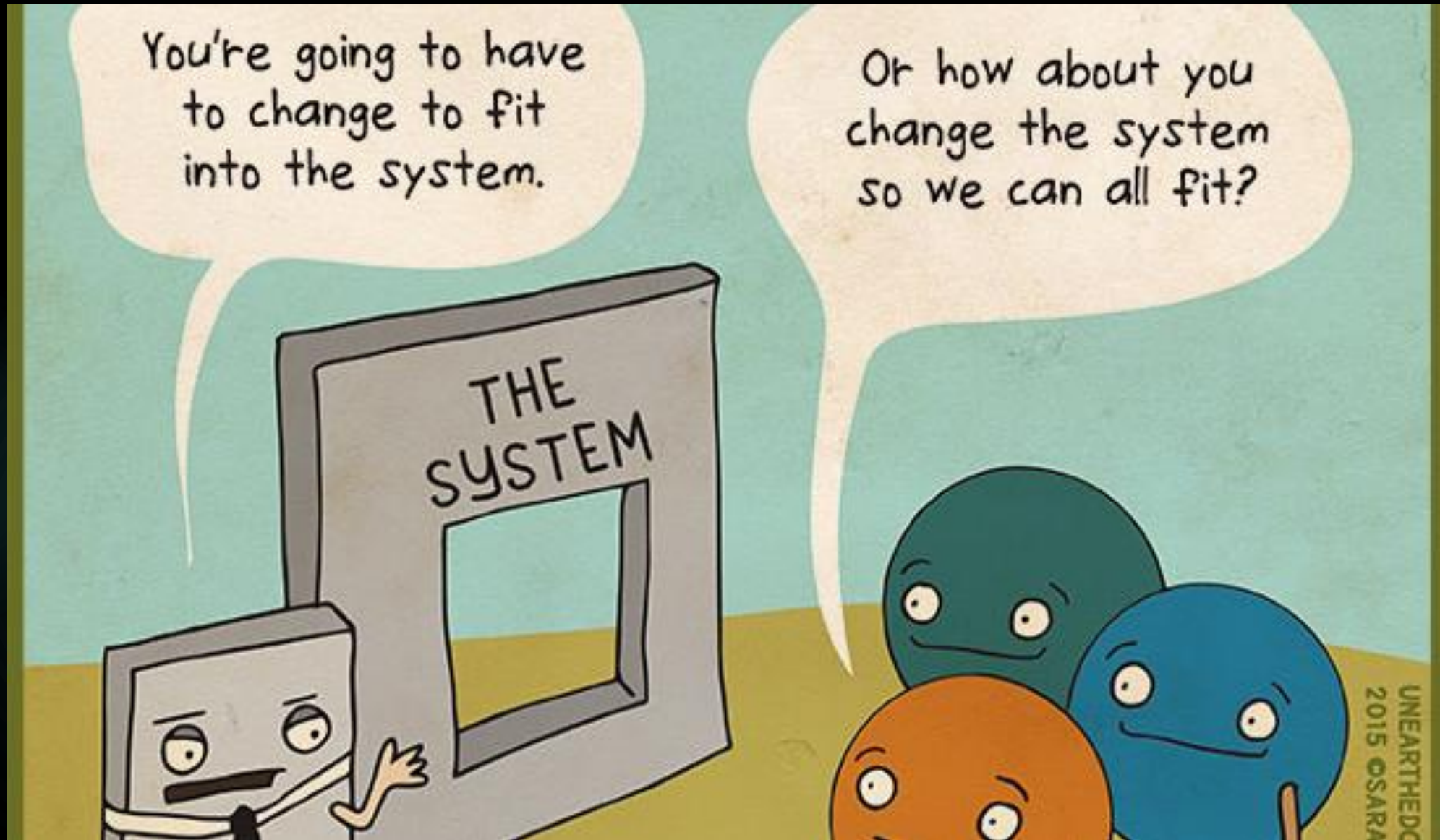
McWilliam's Theory



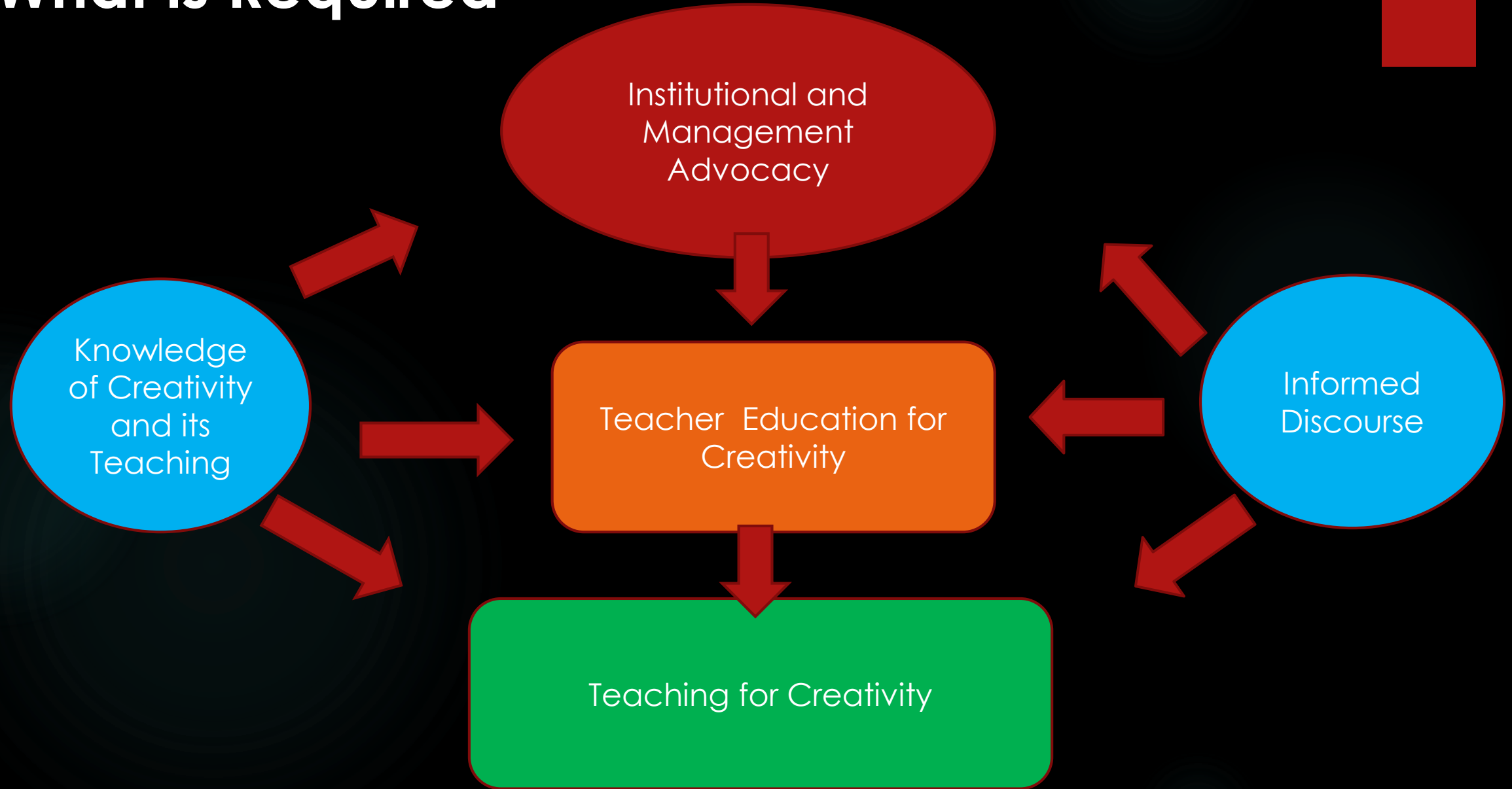
My Findings



# Something is Broken!

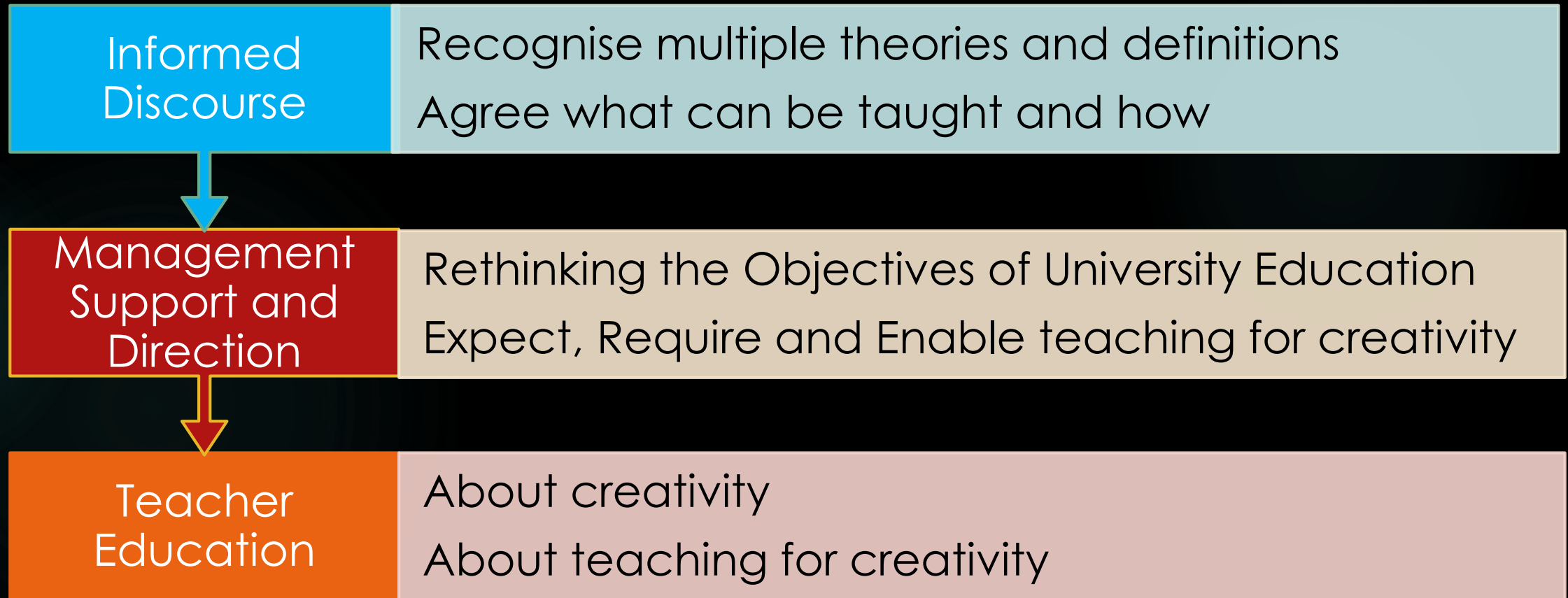


# What is Required





# Process to Achieve Teaching For Creativity





▶ THANK YOU

▶ Any Questions ?