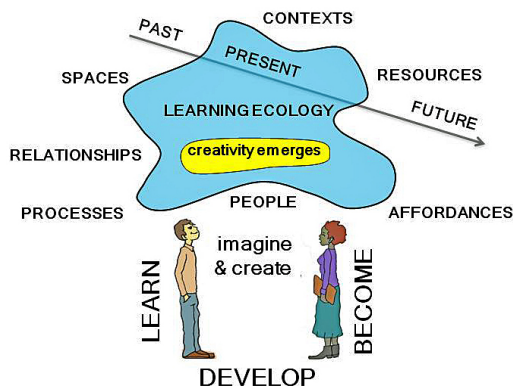


#creativeHE

<https://plus.google.com/communities/110898703741307769041>



Exploring Creative Ecologies COLLABORATIVE SOCIAL WRITING EXPERIENCE Facilitated by Norman Jackson July 1-7th 2016

#creativeHE is a versatile platform established by Chrissi Nerantzi(1) for the purpose of exploring, development and sharing ideas relating to creativity and how these ideas might be utilised in educational practices.

In this social learning event we will explore the *ecological dimensions of personal creativity* drawing inspiration from the conceptual definition of Carl Rogers, 'the emergence in action of a novel relational product growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life' (Rogers 1961/2004:350).

More recently, Jackson (2016 and figure below) has developed a model for a learning

PAST

My past learning ecologies provided me with experiences through which I have learnt, developed and become aware of the affordances of my life. I can draw upon this in my new ecology for learning.

RELATIONSHIPS

With myself and with other people- both existing and newly developed, and with things, objects and tools and experiences that provide affordances in my physical, social or virtual environment.

PROCESSES

Enable me to explore the possibilities for action in my environment in order to learn, achieve and develop. They may be learning or task oriented and include the dimensions of time, space and purposeful action. My processes enable me to discover and create the affordances I need to learn, develop and achieve. They enable me to gain the feedback I need to develop my understanding and capability. They provide the means of connecting activities and experiences to create a more meaningful life.

CONTEXTS

The physical and social environment and situations I inhabit with their distinctive cultural and procedural settings physical characteristics and affordances

SPACES

The spaces I inhabit or create for exploration, inquiry & learning. Liminal spaces- betwixt & between states of understanding. Smooth rather than striated spaces. Dialogic spaces for conversation and discussion. Creative spaces for imagining and reflective spaces for making meaning.



RESOURCES

Resources are things that have value to me in a particular situation or more generally in lots of situations. What makes something a resource is a matter of perception and my ability to utilise it. Resources help me learn and achieve my goals, they include information, knowledge, expertise, mediating artefacts - signs, tools and technologies

BEING A WHOLE PERSON

My learning ecology is self-motivated, self-directed and self-regulated. I have to trust that the ecology I build will enable me to achieve my goals. My will, agency and integrative thinking enable me to pursue my goals recognising the affordances in my life. My capability involves everything I can bring to a situation to deal with it and my self-belief enables me to work with whatever emerges. My honesty, integrity, openness and willingness to share helps me form good relationships with people who trust and respect me. My self-awareness enables me to monitor the effects I am having and change my performance to achieve better results and reflection helps me make better sense of what I have learnt

AFFORDANCES

Any situation contains ideas, 'objects' - things, people, circumstances, experiences that provide affordances - possibilities for action formed by my interactive relationship with the situation

FUTURE

My learning and development will be drawn upon in future ecologies which may also be inspired and influenced by my distal goals

ecology to illustrate the way in which a person their purposes, ambitions, goals, interests, needs and circumstances, and their social and physical relationships with the world they inhabit, are inseparable and interdependent .

The purpose of this #creativeHE exploration is to test and develop the idea of ecologies for personal creativity through the sharing of personal experiences of being creative and the examination of those experiences from an ecological perspective.

Open Collaborative Process

Like all #creativeHE events this is an open social learning process. The expectation is that participants over 7 days will share through a written and/or graphical narrative an experience they have had in which they believe they were creative. The creative act can be in any context or situation.

Narratives should be between 1000- 2000 words and they can include illustrations, photos and other media. Each narrative will have a descriptive element and an evaluation from an ecological perspective drawing on any ecological concepts the writer feels are appropriate. The narratives and insights gained will be shared through posts on #creativeHE.

This is an emergent process and it will work better if participants post their narratives (or parts of them) and reflections over the seven days the event is being run so that other participants can reflect and comment. In this way we can co-create new meaning and understandings and early writings can be refined in the light of the additional interpretations and perspectives offered.

Curation & Dissemination

At the end of the process the intention is to produce a special issue of Creative Academic Magazine <http://www.creativeacademic.uk/magazine.html> featuring the stories and their ecological evaluations by the contributors to the process.

The magazine will be published on the Creative Academic website to enable others to benefit from our explorations.

If you would like to participate please indicate your intention by posting a message in the #creativeHE community <https://plus.google.com/communities/110898703741307769041>

References

Rogers, C.R., (1961) On becoming a person. Boston: Houghton Mifflin
Jackson N J (2016) Exploring Learning Ecologies Lulu

1) Chrissi Nerantzi is a member of the Centre for Excellence in Learning and Teaching at Manchester Metropolitan University

ASSETS TO STIMULATE THINKING to be posted prior to and during the event

- 1) Ecology of a Creative Life Darlene Chrissley - article to start the process
- 2) Notes relating to Carl Rogers ecological concept of creativity
- 3) Synthesis of a learning ecology (my work)