

Can You Fast Forward Creativity?

Ligia Pelosi¹ and **Bethany Blankenship²**

¹College of Arts, Business, Law, Education and IT, Victoria University, Melbourne, Australia

²University of Montana Western, Montana, US

Block teaching requires creativity (McWilliam & Dawson, 2008). Few college instructors can imagine what a class might look like when time is compressed so tightly and wonder if creativity will have time to percolate. Using foundational works by James Kaufman, Robert Sternberg, and others, this session explores ways creativity is fostered through block teaching. Our study of 30 participants involved focus groups, interviews and a survey. Students were asked to describe the creative processes they undertook when working on their final assessment task and to illustrate how those approaches helped them to engage in deep learning in the unit.

Results reveal that while students enjoy assembling creative assessments, they don't necessarily acknowledge they have learned more as a result of this creative engagement. Additionally, even when students engage with course material creatively, they don't always recognise the outcome of their work as being particularly creative. Students lacked the language to describe their own creative processes, or perhaps they had never reflected on their own creativity, or creativity itself for that matter. This suggests that the notion of creativity should be addressed in classes by academics if we are to expect students to recognise and maximise its potential.

References

McWilliam, E., Dawson, S. (2008) Teaching for creativity: towards sustainable and replicable pedagogical practice. *High Educ*, 56, 633–643. <https://doi.org/10.1007/s10734-008-9115-7>