

Developing Creative Curriculum

Question

Recent research has asked the question: Can creativity be taught? (McWilliam 2007) This research project aims to address the question: What are the principles and practices that lead to the development of a curriculum that supports creativity in professional disciplines?

Context

The project focuses on the development of a new Bachelor of Journalism in the Faculty of Creative Arts, at the University of Wollongong. This poster sets out key elements of the underlying framework that influenced the project.

Creative Curriculum - a model

Traditional Curricula*	Emerging Curricula*	Creative Curricula	Implications for assessment
Knowing that	Knowing how	Knowing how & why	Assessment as Map
Written communication	Oral communication	Multimodal communication	Assessment as Demonstration
Personal	Interpersonal	Cultural	Assessment as Initiation
Disciplinary skills	Transferable skills	Flexible interdisciplinary skills	Assessment as linking
Intellectual orientation	Action orientation	Reflection in action	Assessment as reflection
Problem-making	Problem-solving	Problem-engagement	Assessment as experiment
Knowledge as process	Knowledge as product	Knowledge as construction	Assessment as authentic task
Concept based	Issue based	Meaning based	Assessment as encounter
Knowledge based	Task based	Knowledge artefact based	Assessment as artefact

*Adapted from: Barnett & Coate 2001

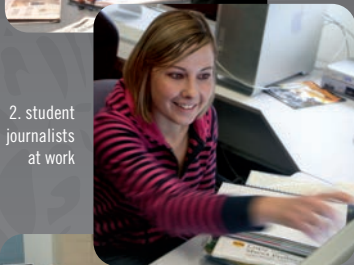
Authentic Tasks in Creative Spaces

Recent research (AMA 2006) has emphasized the importance of space design as an important but neglected element of integrated learning design. Marmot and associates write: "Evidence suggests that a range of teaching and learning environments should be available. These spaces should be viewed by academic professionals as tools suited to particular tasks and designed to support the particular mode of required learning." (AMA 2006:23). This emerging research on learning space design dovetails with research on "authentic tasks" (Herrington et al. 2003) that have been widely advocated as a way of increasing student engagement and learning outcomes.

The establishment of the UOW Journalism Newsroom as a hub for creative teaching in the new degree provides a purpose designed space for authentic newsroom tasks from news conference (1) to news gathering and writing (2) through to editing and production (3). It also provides a gathering place (4) within the faculty for journalism students and thus acts as a spatial marker for emergent professional identity.



1. editorial conference



2. student journalists at work



3. editorial hub



4. lounge



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Reflection-in-action

Donald Schon's work on the reflective practitioner has been widely influential. Lynette Sheridan Burns (2002) has applied this to journalism arguing that journalism education should help students map journalism outcomes as an integrated suite of decision-making processes.

Knowledge Artefacts

Seymour Papert's constructionism – a reformulation of Piaget's constructivism – developed at MIT's Media Lab, highlights the personalised production of "knowledge artefacts" as well as the social nature of the learning processes. Papert shifts the epistemological emphasis from universals to "individual learners' conversation with their own favorite representations, artifacts, or objects-to-think-with." (Ackerman nd: 4). In a production-oriented discipline like journalism or any of the creative arts this insight about "objects-to-think-with" becomes particularly pertinent.

Convergence

Convergence is the key professional imperative currently driving journalism education in a media environment that is undergoing a major shift with the rapid integration of web-based multimedia into all aspects of news and entertainment media production. Jenkins (2006) argues that we must understand media convergence as the intersection of technological, economic and cultural processes including globalisation, cultural hybridity and "a new participatory folk culture". This emergent paradigm – convergence/multimodality/hybridity – has important implications for pedagogical practice as well as professional outcomes in journalism and media arts education.

References

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