

An Australian Creativity mini-MOOC

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Why this project?

- 20 years of Australian efforts to embed employability skills in programs
- Worldwide employer concern about employability skills
- National projects
- Australian Qualification Framework requires demonstration of skills
- Plan B – the creativity skills MOOC

The Partners

- Higher Education experts.
 - Kym Fraser – Victoria University
 - Yoni Ryan – Queensland University of Technology
- Creativity experts.
 - Denise Wood – University of South Australia
 - Donna Lee Brien – Central Queensland University
- MOOC platform provider.
 - Brett McLennan – Open Universities Australia

Learning Design Framework

- Team design from outset:
- Project Leader and Project Manager (KF)
- Learning designers: OUA + Project team members
- Experts: Creative ‘content’
- Evaluation experts: content + learning designers
- Graphic designers
- Student testing
- Iteration of materials
- Pilot in VU and QUT Education & Business
- Pre and post survey evaluation

The Creativity Skills MOOC pilot

- Masters coursework level
- Generic – stand alone or customised
- Assessment rubrics that can be used in programs
- Students can access with or without teachers
- Significant savings across the sector
- AQF requirement – creative skills

Level 9 AQF skills

- Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice
- Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level

Learning outcomes

1. demonstrate an understanding of creativity and be able to articulate the relevance of creativity in your disciplinary field
1. reflect on your own use of the creative process
1. apply idea generation techniques and creative problem solving strategies and
1. reflect critically on your own work and the work of your peers through the self- and peer-assessment process.

Design

Module 1: What is Creativity? Why is it important? Who uses it?

Module 2: Creativity theories in professional practice; Creative Problem Solving and *Ingenium*

Module 3: Crowdsourcing approaches to professional practice

Module 4: Integrating theory and professional practice; self and peer review

Assessment

Task 1

- Modules 1 - 3 include activities and reflections that you need to complete by the end of week 3. You are required to share your reflections on the activities and contribute to the reflections of your peers via the discussion forum each week.
- At the end of Module 4 (week 4) you will need to provide a self-assessment of your own individual contribution to the discussion forum. A week after the end of Module 4 (week 5) you will need to have assessed one of your peers' contributions to the discussion forum. The self- and peer- assessment will include the completion of rubrics as well as qualitative comments justifying your assessment.

Assessment cont.

Task 2 Peer and self assessment

Using the creative problem solving approach critically reflect on the creative process underpinning a project or piece of work of your choice that you completed in previous studies. Critically reflect on the creativity processes you used in coming up with the idea, identifying problems and researching solutions, implementing and testing your ideas, through to the creation of the final artefact. Explain what you believe you did well, and why, and how the use of creative problem solving might have helped you to improve on the final product.

Stage 1: What's the big picture?

1 Think about the assignment
What is the big picture?
Ask yourself:
1. What is the problem?
2. What are the key terms?
3. What do you already know?
4. What is already out there like this?

2 Formulate the question
What is your question?
Who, what, when, where, why?
What is similar to this?
What is opposite or different?
What would be humorous?
What do I want to achieve?

3 Reflect & evaluate
Why are you doing this?
Time to reflect:
Why am I interested in this?
Why is this problem important to solve?

Each of these stages are written as if you are solving a new problem, but your task is to work with the *Ingenium* tool and reflect on what you did in your selected previous project/artifact.

Stage 1 asks you to identify the problem you've been asked to solve, formulate a question that will guide the rest of your journey and then reflect on your progress. **Let's Get Ready for Summer Writing**

1.1 - Thinking about the assignment

Dear Developer,

My name is Frank and I am the custodian of the Downtown Community Garden. We are a **community-focused** organization that is entirely staffed by **volunteers**. Lately we have been having difficulty with reaching members of the local community, who are content to sit in their houses all day watching **television**, and ignoring the greater outdoors. We were hoping to engage your services to help us create a new and **original** way to reach new members. We were thinking perhaps a **creative promotional video** that we could put on television and the **Internet** could be a good idea?

Sincerely

Frank
Downtown Community Gardens

Key Terms

1. Garden
2. Community
3. Volunteers
4. television
5. Original
6. Creative
7. Promotional Video
8. Internet

- If you would like to access the MOOC with a view to possibly piloting it in semester 2, 2014, please contact:
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