

Innovative Learning from a Creative Perspective

	What is the approach?	What does it require?	What are the implications for learning?	Stimulus questions - What could it mean for us?	What thoughts support it?
	Conscious ignorance Developing a beginner's mind <i>(Happy Feet 2 - 'Swim against the swarm')</i>	Foraging for knowledge Cultivating a wise unknowingness Breaking up dogmatism Countering the anaesthetic of familiarity	To develop the courage to expose ourselves to our own ignorance on a daily basis, so that we begin to know what we don't know.	How we should accumulate knowledge for its own sake, and for our own personal joy? How do we use questions to encourage exploratory talk and active listening? Exploration. Mystery. Foraging.	<i>'He who can go to the fountain does not need to go to the water jar'</i> <i>'The real voyage of discovery consists not in seeking new landscapes, but in having new eyes' (Proust)</i> <i>'The grandest of all books, I mean the Universe stands open before our eyes'</i> <i>'a certain readiness to break up our familiarities and to regard otherwise the same things' (Foucault)</i>
	Regaining wonder Developing the fuel of enthusiasm <i>(Life Is Beautiful - 'Take your pick')</i>	Learning scatteringly Debating knowledge Feeding ourselves with questioning Allowing the unknown to illuminate the known	To develop a learning attentiveness so that we become consumers and producers of knowledge rather than merely being bystanders and participants.	How do we saturate and immerse ourselves to become experts in development? How do we encourage an intellectual curiosity and bravery not dictated by others? Inspiration. Fascination. Excitement.	<i>'All philosophy begins in wonder. At the end when philosophic thought has done its best, the wonder remains' (Whitehead)</i> <i>'Study without desire spoils the memory and it retains nothing'</i> <i>'As iron rusts when not used and water gets foul from standing, so the intellect degenerates without exercise'</i> <i>'I roamed the countryside searching for answers to things I did not understand. These questions engaged me throughout my life'</i>

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	<p>Perfecting attention</p> <p>Developing a sensory approach</p> <p><i>(Happy Feet - 'A penguin without a heart-song')</i></p>	<p>Obsessive noticing</p> <p>Shaping the invisible</p> <p>Interrogating reality through our senses</p> <p>Paying attention to our attention</p>	<p>To develop a sense of the unfamiliar so we have to pay attention, make an effort to concentrate and think.</p>	<p>How should we use our five senses to engage our understanding?</p> <p>How do we ensure that our brains are wired to pay attention?</p> <p>Intensity. Engagement. Observation.</p>	<p><i>'The sun does not move'</i></p> <p><i>'All of our knowledge has its origin in our perceptions'</i></p> <p><i>'God sells us all good things at the price of labour'</i></p> <p><i>'Meaning comes from the physical embeddedness of all human experience' (Heidegger)</i></p>
	<p>Unnecessary beauty</p> <p>Developing dialogue across disciplines</p> <p><i>(The Imitation Game - 'Flirting just lost them the war')</i></p>	<p>Exploring mental cross fertilisations between the arts, maths and science</p> <p>Surrendering preconceptions</p> <p>Using different lenses to spark enquiry</p> <p>Investigating innovative scientific thought</p>	<p>To develop opportunities to explore the intersections, weave together and collaborate across disciplines.</p>	<p>How do we cross the great divide between science and the arts and keep a balance between discovery and knowledge?</p> <p>How do we best support the skills of active research and offer wider alternative sources of information?</p> <p>Creativity. Enlightenment. Romance.</p>	<p><i>'Study the art of science and the science of art'</i></p> <p><i>'All decisive events in the history of scientific thought can be described in terms of mental cross fertilisation between different disciplines.'</i> (Koestler)</p> <p><i>Most advances in science come when a person for one reason or another is forced to change fields. Viewing a new field with fresh eyes, and bringing prior knowledge, results in creativity. (Borden)</i></p> <p><i>'Nature begins with the cause and ends with the experience, we must follow the opposite course, namely, begin with the experience and by means of it investigate the cause.'</i></p>

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	<p>Thinking aside</p> <p>Developing a metaphoric perspective</p> <p>(<i>Lion King - 'Run from it or learn from it'</i>)</p>	<p>Developing the unconscious as a matchmaker</p> <p>Sensing connections and patterns</p> <p>Realising adjacent possibilities</p> <p>Making strange the known</p>	<p>To develop the opportunity for students to make disparate links and to apply existing knowledge to new challenges and accidental connections.</p>	<p>How should we be exposed to analogous thinking that requires us to interpret, change and exchange meaning?</p> <p>How do we ensure we engage with synoptic content that requires links and integrations between topics and concepts?</p> <p>Confluence. Integration. Serendipity.</p>	<p><i>'By thinking about some thing that is not related different, unusual patterns are activated'</i></p> <p><i>'Confused things kindle the mind to great invention'</i></p> <p><i>'All things in the universe appear to be one and indivisible...the law of continuity'</i></p> <p><i>'Shadow is the means by which bodies display their form. The forms of bodies could not be understood in detail but for shadow'</i></p>
	<p>Negative capability</p> <p>Developing productive frustration</p> <p>(<i>Donnie Darko - 'I don't get this'</i>)</p>	<p>Discovering desirable difficulties</p> <p>Seeing old problems from new angles</p> <p>Understanding the importance of doubt</p> <p>Straddling contradictions</p>	<p>To develop persistence in the face of difficulties and complexities, combined with an engagement with messiness.</p>	<p>How do we confront the illusions of knowledge and realise that easy isn't actually easier?</p> <p>How do we demonstrate that what we learn is provisional and complicated, and we don't just acquire information, we debate it?</p> <p>Difficulty. Liminality. Research.</p>	<p><i>'What is not surrounded by uncertainty cannot be truth'</i></p> <p><i>'In rivers, the water that you touch is the last of what has passed, and the first of that which comes. So with time present'</i></p> <p><i>'Everything is to be peered into, worried away at, brought back to first principles' (Nicoll)</i></p> <p><i>'The production of a painting is a process of searching, in which the artist aims to discover the image in the course of making it'</i></p>

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	<p>Unfinished perfection</p> <p>Developing sustained irresolution</p> <p><i>(Touching the Void- 'You haven't even started mate')</i></p>	<p>Embracing the elusive</p> <p>Refusing frozen thinking</p> <p>Continuing the search</p> <p>Accepting non-completion as an ending</p>	<p>To develop an instinct that continually raising the bar and accepts the unknowable.</p>	<p>How do we realise that there is no finishing point, there is always more to learn and understand?</p> <p>How do we accept that all learning ends in a dash and not a full stop?</p> <p>Dissatisfaction. Anxiety. Evolution.</p>	<p><i>'The most beautiful thing we can experience is the mysterious. It is the source of all true art and science' (Einstein)</i></p> <p><i>'Tell me, tell me if anything ever got done'</i></p> <p><i>'Observe the light. Blink your eye and look at it again. That which you see was not there at first, and that which was there is no more'</i></p> <p><i>'I have had my solutions for a long time, but I do not yet know how I am to arrive at them' (Gauss)</i></p>