

Open-space Learning in Real World Contexts

CILM workshop: defining 'Creativity' and 'Critical thinking'

Monday 18th 2010

1. Jonny Heron leads on issues of 'presence', 'status' and 'role'. 1 hr

2. Rachel King leads on exploration of key terms of module.

Multiple definitions

A range of quotations relating to theories of creativity and critical thinking etc are printed onto big sheets of paper and placed around the room.

Students are asked to walk the room, reading all the quotations privately.

Then are then asked to stand beside the quotation that they are most drawn to/interested in - either because they might agree or disagree with it.

Once they have done this, they then talk to the others stood next to that quotation as to why they have chosen this....After 5-10 minutes, we feedback. **(20 minutes)**

3. Spectrum of opinion

We ask the students to walk the room. The facilitator calls out provocative statements, something like:

"Business requires creativity"

"The use of the imagination is mostly needed for students of the Arts"

"Law does not require a creative mind"

(Grier to amend above)

On each occasion the students must arrange themselves on a diagonal - one end as 'strongly agree' the other 'strongly disagree'. Once they have decided, we ask each part of the diagonal to discuss why they chose this part. We feed back. People have the chance to be persuaded by each other's arguments and move to another part of the spectrum.

This generates discussion etc and sets up the themes of the module. **15 minutes**

4. Reflections

Students get into their groups for the term.

They are asked to privately reflect on what they've got so far from last week and this week. What are their expectations? What are the opportunities of working in this way? What are the challenges of working in this way?

Students then discuss in groups.

Students are then invited to make a whole group still image that shows these opportunities and challenges. For example, working in groups could be considered both an opportunity and a challenge, therefore how can they work together using their bodies in space to show this complexity? **20 minutes**

Rachel King 2010