

Designing for creativity and reflection

FutureLearn Academic Network 17 March 2021

Dr Matthew Moran (The Open University)



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Creativity

‘Like many colleagues I have little, sometimes no allocated worktime for our FutureLearn courses, and therefore very little opportunity to adapt my teaching practice to what is still to me an unfamiliar platform ...

‘And yet I am conscious of the very high expectations of learners on FutureLearn, and our own high institutional expectations that we will produce innovative teaching at scale, time and time again – so it’s really challenging.’

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Creativity in teaching

‘Teaching creatively by applying principles and techniques of creativity to subject matter teaching.’

(Beghetto (2013a, 2013b); Gregerson et. al (2013); Jeffrey and Craft (2004); Sawyer (2004))



Writers' room

'Writer's rooms for plotting web or television series are a common and valuable process for collaborative, creative development. Writer's rooms spend most time discussing ideas, brainstorming and generating possibilities.'

(Nathan and O'Meara, 2019)

Writers' room: roles

The head – script/story producer (or 'showrunner'), models creative collaboration and collegiality, manages time and makes decisions

The note taker – keeps record of key suggestions about characters, storylines and setting, and points agreed

The writers – discuss characters, storylines, settings, themes and tone

(Nathan and O'Meara, 2019)

Writers' room: process

Exploring existing material

Story world and themes

Characters

Storylines

Plotting and story beats

(Nathan and O'Meara, 2019)

02:39:56

Request control



Recording has started. This meeting is being recorded. By joining, you are giving consent for this meeting to be recorded. [Private...](#)

Dismiss

Photography Microcredential Learning Design Workshop 2

What are the three/four key areas (etc) we want the learner to go through? What do we want them to feel, say and do?

Genes

Portfolio

Behaviour changes

Where are we solving the problem and how? What resources?

Assessment

Statement of Intent

Feedback - peer to peer

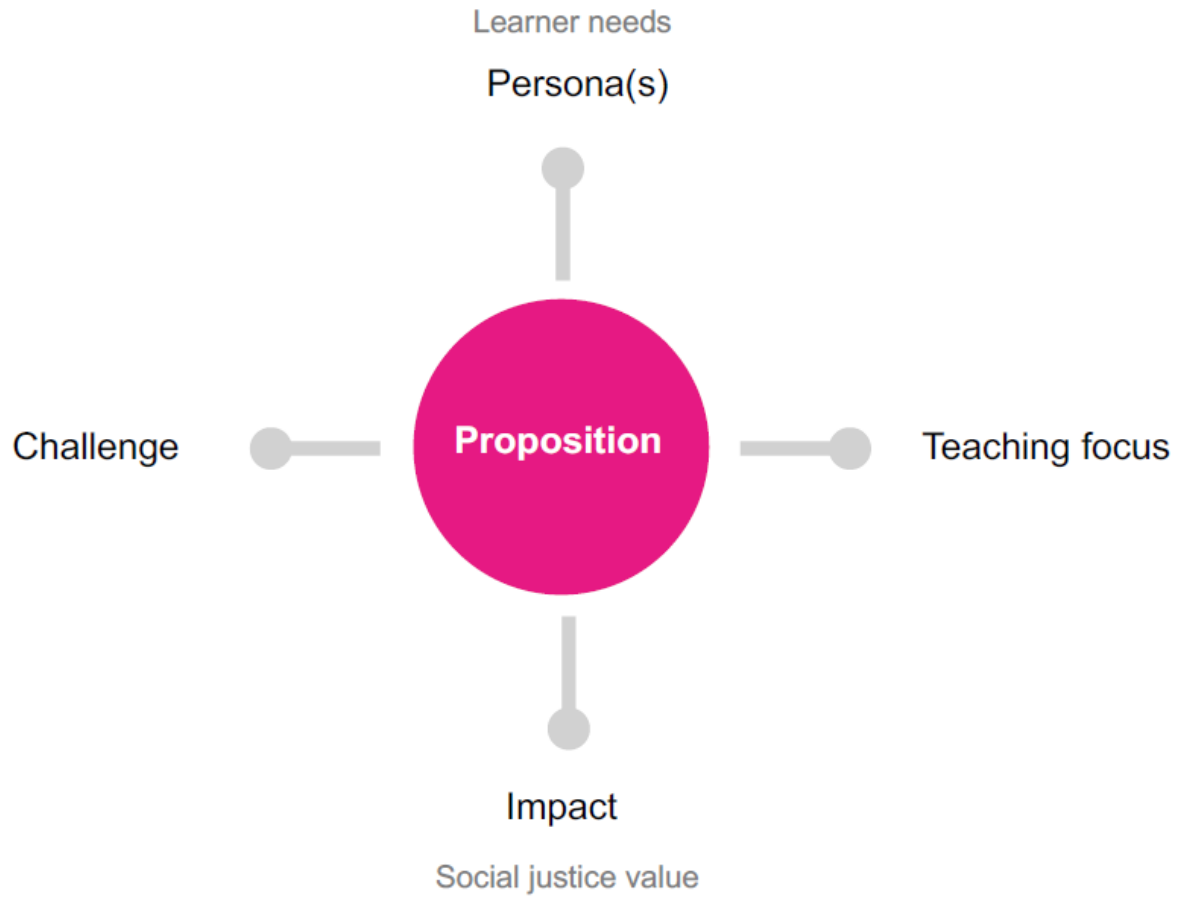
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Becky.May



OUR CANVAS



STORY IN ACTION

ACT 1 - CONTEXT

Situation

1. Finding a solution to the climate crisis is the most pressing challenge facing us today.

Complication

2. We all know we need to get to net zero as fast as possible - yet the problem is, no one has figured out how...not even the richest nations.

Question
worth asking

3. So is there *another way* that might just hold the secret to success?

ACT 2 - JOURNEY

4. I'm Dr Emily Morris - and I'm Dr James Warren - and we're going to show you how Cuba, of all places, can point the way to smart, imaginative, ambitious ideas that might just work for the rest of the world.

5. This is a course not just for international development experts - it's for business leaders, government policy makers and entrepreneurs who want to discover new approaches to address the climate crisis.

6. And if any country is best able to deal with crises, it's got to be Cuba!

7. Over 12 weeks, we'll show you how Cubans have overcome hardship and difficulty to find effective ways of tackling emergencies like hurricanes.

8. By speaking to Cuban academics and people on the ground, we'll find out how people here are approaching issues like rising sea levels, coastal erosion and agricultural failures.

9. We'll also see how they're creating their very own energy revolution.

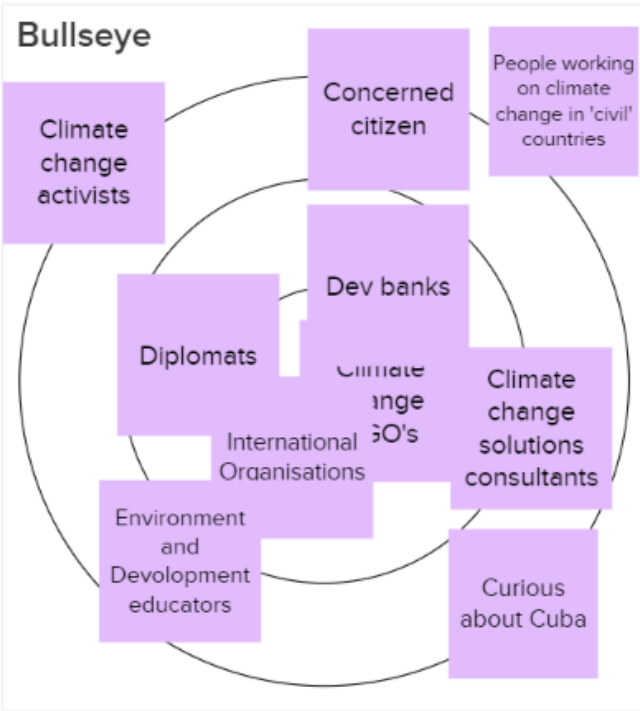
10. This course doesn't take a political stance on Cuba. We'll be simply examining the evidence and hearing people's stories.

11. Cuba is a poor country with immense challenges and high levels of deprivation - yet global indices show it's also achieving world-class standards in things like health, social wellbeing and education.

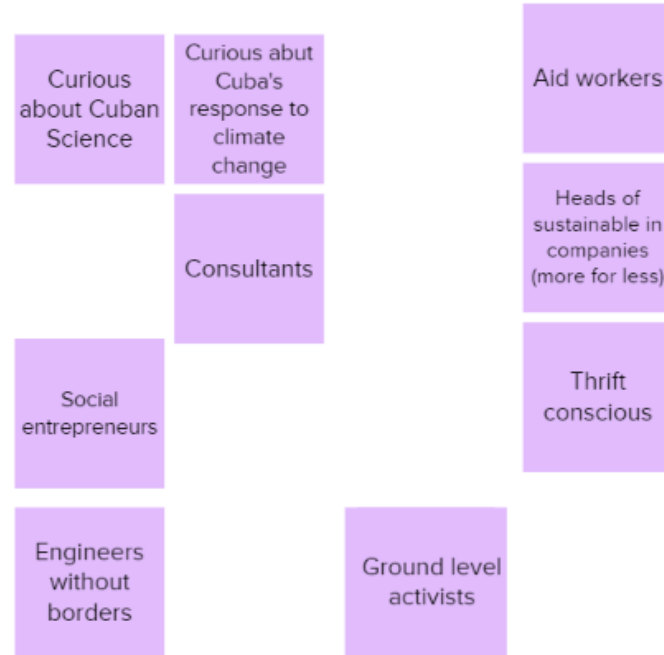
12. I'm a development economist - and I'm an engineer - and we'll be fusing our areas of research to take a critical look at what works, and what doesn't, in our quest to help you find appropriate solutions to tackle the climate crisis in your own way.

ACT 3 - RESOLUTION

‘I can sit alone by myself in my room staring at my laptop screen, stuck on a problem for hours or trying many variations trying to solve a problem ... but with the writers’ room, we were able to shuttle through possibilities and ideas and arrive at a solution much more quickly than you would working by yourself. Brilliant!’



PERSONAS



- 20% +



TEACHING

TIP: Learn to zoom
move around

Zoom settings

- How we figure out low cost solutions?
- Money does not buy solutions/thrifty science
- How do we deal with something MUCH bigger than COVID? - 'You've seen nothing yet'
- COV
- What do we know about known unknowns?

‘The writers’ room workshop was fantastic fun. It’s a completely new technique for me and not one I had experienced in 20 years of teaching. But that was its strength – it really lifted me out from under the loneliness and pressure I feel to deliver, and enabled me to challenge myself, and my habitual approach to course development ...

‘More than anything, it has helped me to really centre the learner in the design in particularly vivid ways. Thank you.’

Reflection

‘Sometimes it feels like a treadmill – we complete one course and it’s straight on to the next with no time to think. Like many colleagues I have so little time allocated, and so many other duties. So **when** are we able to reflect? And also **where** are we able to reflect together?’

‘All the people involved need to be able to reflect and learn together for it to be meaningful, not just the academics. But where is the space for that?’

Manifesto for Agile Software Development

‘At regular intervals, the team reflects on how to become more effective, then tunes and adjusts its behavior accordingly.’

(Beck et al., 2001)

The Scrum Guide

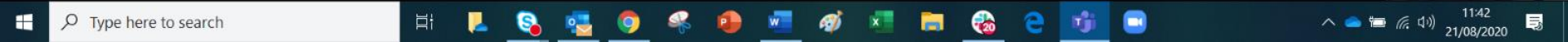
‘The purpose of the Sprint Retrospective is to plan ways to increase quality and effectiveness. The Scrum Team inspects how the last Sprint went with regards to individuals, interactions, processes, [and] tools ...

‘The Scrum Team identifies the most helpful changes to improve its effectiveness. The most impactful improvements are addressed as soon as possible. They may even be added to the Sprint Backlog for the next Sprint.’

(Schwaber and Sutherland, 2020)

Freda's leaving do

13:09



11:42
21/08/2020



Support from across all areas of the OU.

The team

Enthusiasm

Feeling of achievement

Academic buy-in

Communication

Futurelearn members on site regularly

Brand loyalty

Increase revenue

Diversification of OU offering

Make courses students want

Attract students that the OU wouldn't have with other courses

Positive influence on other OU production

Launch Party

Misleading marketing

Make courses students don't want

Covid-19

Academic buy-in

Industrial action

Physical presence of academics in office

AGILE STATIONERY FOR THE WAY YOU THINK

Reflection in teaching

Content reflection – on the content of what was taught or learned

Process reflection – on the strategies used to teach or facilitate learning of the content

Premise reflection – questioning the relevance of the content and the underlying assumptions, beliefs and values

(Mezirow, 1990)

‘At first I found the retrospectives a bit annoying, to be honest – I just wanted to crack on with the course. But now I am working on multiple courses, I really see the value of that regular time reflecting on our practice and improving how we work together. Over time, it helps us to do better work together, to make our courses better. And it creates a genuinely respectful, collegiate and collaborative culture.’

13:09



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THANK YOU



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