



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Foster connection making
within and beyond the course

Students develop sufficient knowledge to explore the subject independently and together to make connections across knowledge domains

Developed by Sheffield Hallam University academic and learning support staff



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Value originality and risky thinking

Students understand the benefits of considering options to problems that are original and that require them to challenge assumptions or commonly accepted thinking

Developed by Sheffield Hallam University academic and learning support staff



Foster connection making

Consider

- Use project-based coursework assignments with multiple dimensions.
- Compare the development of the knowledge domain historically and culturally and ask how have conditions affected understanding and application.
- Integrate knowledge and capability transfer (being able to take knowledge, skills, and behaviours developed in one context for use in another).
- Draw upon relevant domain specific knowledge to support reflection on interdisciplinary discourse.
- Ask students to go to Wikipedia to research a range of topics. Ask them to take a journey by following a link to another Wikipedia article five times and to record the highlights of their journey.

Developed by Sheffield Hallam University academic and learning support staff



Value originality and risky thinking

Consider

- Use rapid thinking techniques as a way to involve students with new questions or areas of knowledge.
- Use threshold concepts.
- Ask "What if?"
- Use scenarios to describe abstract situations in which students can safely experiment.
- Compare conceptualisations of creativity - to be creative you have to know how to go about being creative.
- Use novel tasks to facilitate learning, divergent thinking, experimentation and risk taking.
- Consider doing or saying the opposite of what you think and ask how inappropriate is it really? What are its benefits?

Developed by Sheffield Hallam University academic and learning support staff



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Develop critical thinking

Students think creatively using critical skills to make sound judgments

Developed by Sheffield Hallam University academic and learning support staff



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Use and reflect on different spaces for different thinking

Student thinking is affected by the variety of the situations in which they learn formally and informally.

Developed by Sheffield Hallam University academic and learning support staff



Develop critical thinking

Consider

- Critically engage groups by asking them to generate 4 criteria for reviewing their collective work and ask individuals for an additional personal criterion.
- Develop convergent thinking by involving students in exercises like paraphrasing, précis writing, summarising, finding images to represent only key ideas.
- Encourage focused, analytical and detailed thinking by imposing constraints on thinking (e.g. time, word count, materials, etc).
- Use debating techniques and mooks in which groups of students prepare and argue the case for a position with which they do not necessarily agree.
- Ask students to self-assess their performance against clear criteria and involve peers to moderate the marking.
- Model reflective thinking - demonstrate being self-critical, flexible and motivated.
- Ask students to consider options described in alternative scenarios.

Developed by Sheffield Hallam University academic and learning support staff



Use different spaces for different thinking

Consider

- Use a variety of learning environments to signal expectations for different ways of working.
- Discuss how an environment has influenced thinking and the results of an activity e.g. writing in the library compared to writing at home.
- Put people or objects together in unusual combinations.
- Look through different lenses - evaluate ideas from different perspectives.
- To challenge students, frequently take them *out* of their comfort zones.
- Let students organise the space: place, time, people and resources.
- Discuss and set expectations for independent study and self-regulation.
- Make more use of the students - devise activities that are lively, interactive, collaborative, competitive, and which involve deadlines, lots of choices and unpredictability.

Developed by Sheffield Hallam University academic and learning support staff



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Develop multiple literacies

Students are able to learn and work fluently with a wide range of media and methods appropriate to different situations and to think conceptually whilst using diverse media

Developed by Sheffield Hallam University academic and learning support staff



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Develop divergent thinking

Students are able to take an open-ended approach to generating ideas independently and socially in order to explore a wide range of ideas, solutions and possibilities

Developed by Sheffield Hallam University academic and learning support staff



Develop multiple literacies

Consider

- Ask students to visualise ideas by giving presentations that use only graphical information.
- Involve students in summarising ideas by creating mini-dramas.
- Invent metaphors.
- Ask students to reflect on their strengths and weaknesses as learners - learning literacy - and develop awareness of their creativity.
- Involve and support students in using electronic knowledge-bases to research topics.
- Ask students to draw what they know and to evaluate how well this represents their knowledge by asking questions like "What's missing or not clear?"
- Ask students to communicate their ideas, experience or findings in a different media.

Developed by Sheffield Hallam University academic and learning support staff



Develop divergent thinking

Consider

- Use collective enquiry to write a book - ask different groups to address a shared topic from different angles (e.g. economic, historic, social, theoretical, etc). Then self-publish the book.
- Explore cause and effect by using the Five Whys technique to get from problem statement to root cause.
- Use data sets to demonstrate the range of responses to a question.
- Use concept mapping to depict the relationships between diverse ideas.
- Focus on the positive using Appreciative Inquiry techniques.
- Require students to draw from their learning in several modules.
- Allow for, and acknowledge, a variety of responses in seminar discussions.
- Work with problems that do not have unique solutions.
- Establish problems that require lateral and associative thinking.

Developed by Sheffield Hallam University academic and learning support staff



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Openness to choice and negotiation

The course presents opportunities and expectations for students to determine and reflect upon their own approaches to learning

Developed by Sheffield Hallam University academic and learning support staff



Good teaching and learning practice should always consider

Creativity & Critical Thinking

Use rich environments

Students explore authentic and unpredictable learning situations that connect learning to the world beyond university

Developed by Sheffield Hallam University academic and learning support staff



Openness to choice and negotiation

Consider

- Use differentiated assessment - consider offering alternative assessment tools to assess the same outcome so that assessment is appropriate, formative and meaningful for each learner.
- Value a student's unique knowledge, abilities, and motivations by using negotiated assessment criteria alongside standard criteria.
- Use enquiry-based assignments in which students establish their own topic, objectives and methods in order to meet agreed learning outcomes.
- Design learning tasks that are deep and broad in contrast to study focused on content mastery. Surface learning strategies are not conducive to creativity.
- Ask students to present three alternative introductory paragraphs to their next essay for formative feedback.
- Ask students to 'sell' a product, idea or argument of their choice.

Developed by Sheffield Hallam University academic and learning support staff



Use rich environments

Consider

- Ask students to design, produce, perform or sell something.
- Involve students in authentic and immersive challenge exercises conducted on field trips and involving real world agents.
- Create student teams to work together to address a problem, assigning each team member a different skill, knowledge base and responsibility.
- Develop a placement scheme which involves students as designers, consultants, researchers or volunteers offering real world services.
- Ask students to create digital stories as multimedia records of placements, visits and field trips for peer group sharing and comparison.
- Use online forums for case-based simulations. Incorporate mock artefacts e.g. letters, newspaper clippings, photos, videos and audio recordings.
- Ask students to role play a problem to develop insight as well as networking skills and confidence.

Developed by Sheffield Hallam University academic and learning support staff