

A pedagogy of uncertainty: The role of creativity and innovation in enhancing student engagement

As we grow older, we begin to consider risk and the consequences of 'getting it wrong'. These considerations can inhibit spontaneity, creativity and play, yet there is growing recognition that creativity and innovation are a serious business and an essential component of learning and engagement. In part, this aligns with the need to look beyond conventional dualistic knowledge, to un-ask the closed question and look for a third solution that may be capable of expanding our knowledge in new directions.

The answers beyond yes and no bridge the gap between theory and practice, challenge learners to employ higher level thinking, and transcend disciplinary boundaries. However, the demands of curriculum, assessment and accreditation can relegate creativity to the backbench. Furthering the concepts of a pedagogy of uncertainty, risky teaching and strategic confusion, this roundtable challenges participants to discuss the role of creativity in higher education.

Questions to consider include:

Is it enough to reform the curriculum and engage superb teachers?

What if the relevance of quality curricula, teaching, learning and assessments is unclear to students?

What if individual characteristics of employability are poorly understood, defined or developed?

What do students actually want from their lives, and how do we encourage them to explore this for themselves?

If we educate students on the basis that we 'know what they need to know', to what extent are we marketising their identities?

What is the role of calling, or vocation; and where does identity fit into this?

How can these issues be resolved so that students can engage in a dialogue with their learning?

How can creativity become the core of higher education, and why would we seek this goal?

If you would like to find out more, please contact us:

Dawn Bennett – d.bennett@curtin.edu.au

Philip Poronnik - philip.poronnik@rmit.edu.au

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