Serious Play

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Main information slides
Serious Play

key questions addressed:

• Do we define creativity and creative thinking too broadly to be helpful?

• What techniques in developing creative thinking can be applied across subject disciplines?

• How might an understanding of Meyer and Land’s ‘Threshold Concepts’ help teachers to develop more creative minds in their classrooms and studios?
<table>
<thead>
<tr>
<th>Imaginative</th>
<th>Inquisitive</th>
<th>Collaborative</th>
<th>Persistent</th>
<th>Disciplined</th>
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</thead>
<tbody>
<tr>
<td>Playing with possibilities</td>
<td>Wondering and questioning</td>
<td>Cooperating appropriately</td>
<td>Daring to be different</td>
<td>Crafting and improving</td>
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<tr>
<td>Making connections</td>
<td>Exploring and investigating</td>
<td>Giving and receiving feedback</td>
<td>Sticking with difficulty</td>
<td>Developing techniques</td>
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<td>Using intuition</td>
<td>Challenging assumptions</td>
<td>Sharing the product</td>
<td>Tolerating uncertainty</td>
<td>Reflecting critically</td>
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<td>Collaborative critical reflection</td>
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- **Discipline:**
  - Cooking
  - Pure mathematics – complex number
  - Semiotics
  - Economics
  - Physics
  - Sports Science
  - Cultural Studies
  - Music
  - Social anthropology

- **Threshold concept:**
  - Heat transfer
  - Limits
  - Signification: absences
  - Opportunity cost
  - Gravity
  - Aquatic confidence; metabolism
  - Low culture
  - Tuning methodologies
  - Culture
Threshold Concepts: alter the way that you think about...

- **Main characteristics:**
  - Transformative
  - Integrative

- ‘Portal’; ‘gateway’
- ‘Seeing things in a new way’
- ‘Shift in the perception of a subject’
- ‘reconstruction of subjectivity’
- ‘unlikely to be forgotten’
- ‘Previously hidden interrelatedness of something’
- ‘to think like an…’
- Liminal
- Paradigm shift
Alternative way of thinking about Threshold Concepts: What are the aesthetic qualities of a subject?

• What is the ‘thingness’ of it?

• What is it’s shape? Its dimensions? Its colour? It’s weight? Where are the ambiguities about these? Where do the shadows fall? What is its texture?

• How do we get to be able to pay more attention to it?

• How do we hold it? Manipulate it? Pull it out of shape or test its elasticity? What happens when we mix something else with it? What happens when we put heat under it or cut it up into parts? What does being bored in it mean? What happens when it really talks to us?
Serious Play

• Techniques:
• Squeeze and Stretch
• Confident Uncertainty
• Two Faces
• Redaction Expansion
• Space Shifting
• Concept Sculpture

• Big Ideas/ ‘Threshold Concepts’
‘psychological creativity’ and ‘historical creativity’

- Exploratory creativity
- Combinational creativity
- Transformational creativity

Margaret Boden: The Creative Mind: Myth and Mechanisms. **Alternative ways of thinking about creativity...summarised in:**
Main sources for presentation:

• Teaching Creative Thinking: Bill Lucas and Ellen Spencer, 2017
• https://www.oecd.org/education/ceri/assessingprogressionincreativeandcriticalthinkingskillsineducation.htm
• Threshold Concepts and Troublesome Knowledge:
• http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf
• The Creativity Code: Marcus du Sautoy, 2019