

Serious *Play*

Vaughan Clark, Eton College, United Kingdom

Main information slides



BOYS AND THE ARTS
GREAT MINDS, BIG HEARTS

• 2019 IBSC Annual Conference •

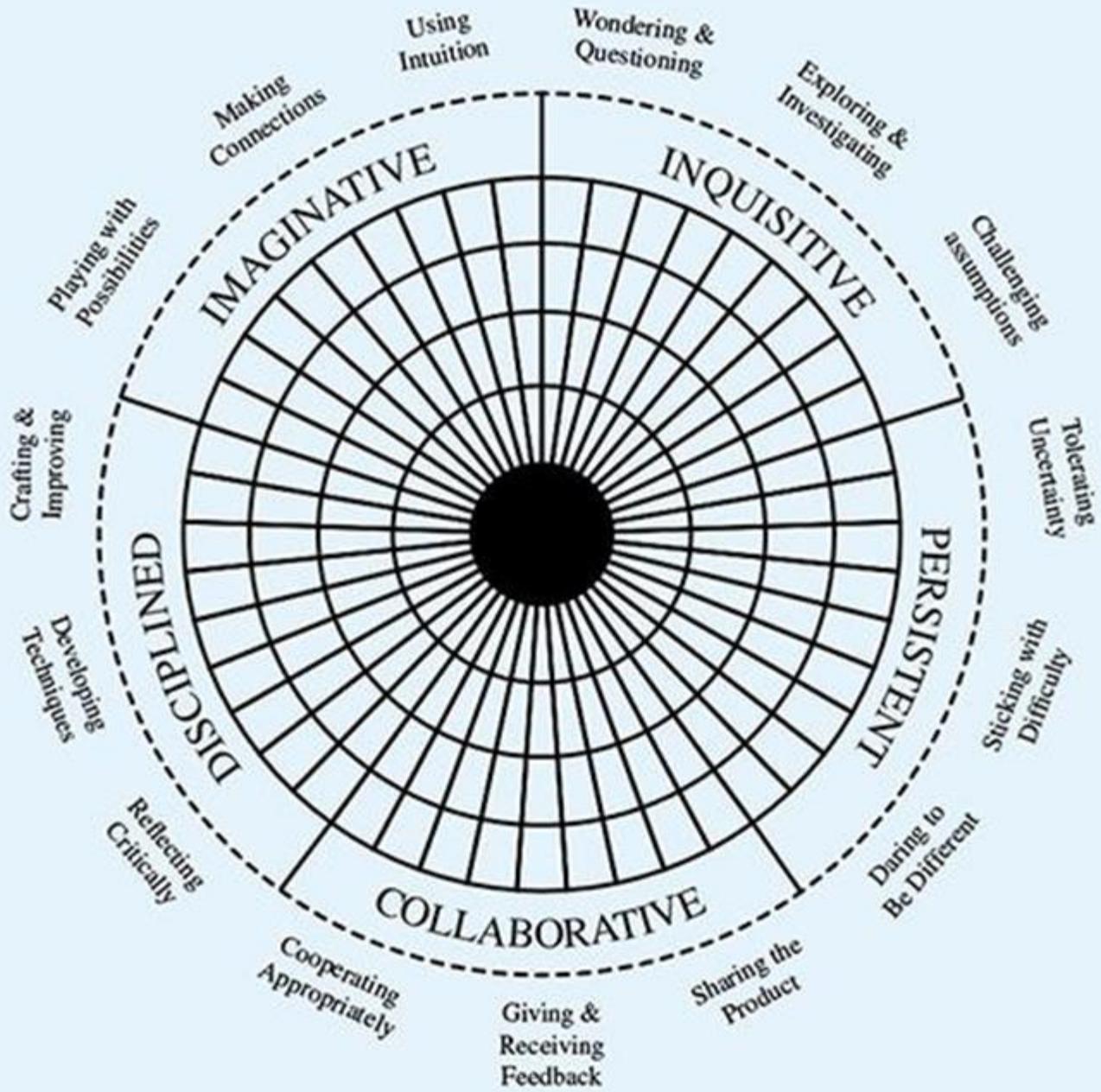
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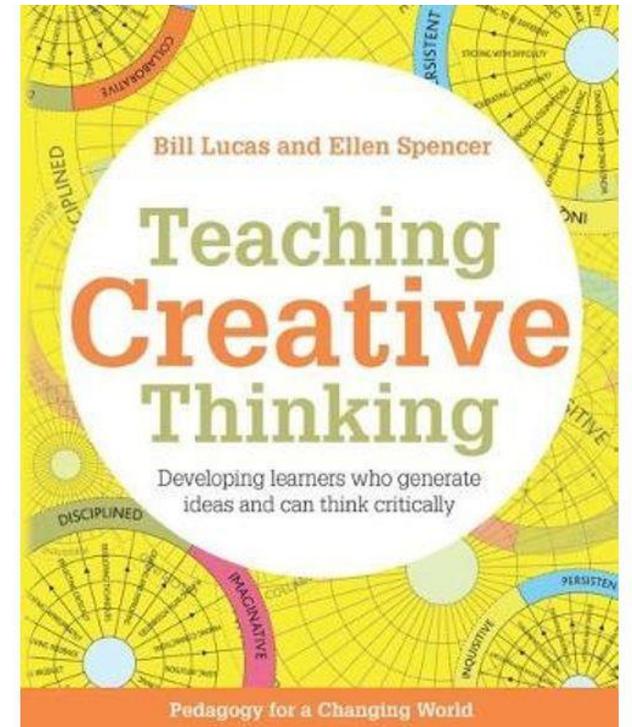
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key questions addressed:

- 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?



Review of: Five-dimensional model of creative thinking. The Centre For Real-World Learning.



Imaginative	Inquisitive	Collaborative	Persistent	Disciplined
Playing with possibilities	Wondering and questioning	Cooperating appropriately	Daring to be different	Crafting and improving
Making connections	Exploring and investigating	Giving and receiving feedback	Sticking with difficulty	Developing techniques
Using intuition ????????????	Challenging assumptions	Sharing the product	Tolerating uncertainty	Reflecting critically ????????

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Playing with possibilities	Wondering and questioning	Cooperating appropriately	Sticking with difficulty	Crafting and improving
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Daring to be different	Challenging assumptions	Sharing the product		
	Collaborative critical reflection			

Revised model

Meyer and Land: Threshold Concepts and Troublesome

Knowledge: linkages to ways of thinking and practising within disciplines (2003)

- **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 its shape? Its dimensions? Its colour? Its 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?

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

- Big Ideas/ 'Threshold Concepts'

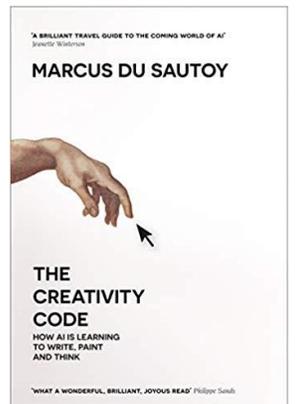
Pedagogy of Care



‘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:**



v.clark@etoncollege.org.uk

Main sources for presentation:

- Teaching Creative Thinking: Bill Lucas and Ellen Spencer, 2017
- <https://www.oecd.org/education/ceri/assessingprogressionincreativeandcriticalthinkingskillsineducation.htm>
- The Universal Traveler: Don Koberg and Jim Bagnall, 1973 (2003)
- Threshold Concepts and Troublesome Knowledge:
- <http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf>
- The Creativity Code: Marcus du Sautoy, 2019