

Improving teaching and learning in
Creative and media
Creating ideas
Making a start

The contents of this pack can be downloaded from
the Excellence Gateway at <http://excellence.qia.org.uk>

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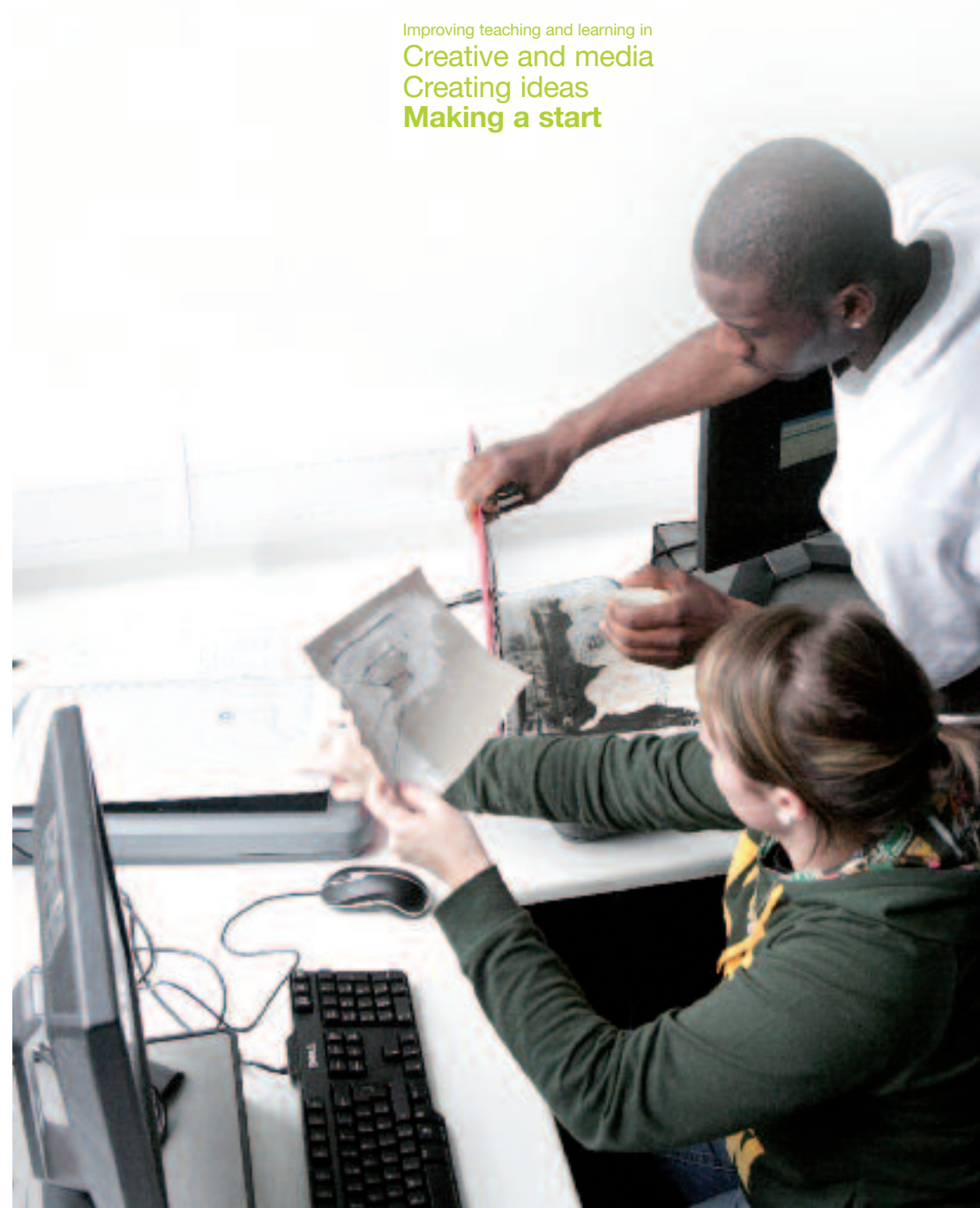
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These resources are delivered by DESQ Ltd
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and Learning Programme.



Loading instructions – Creating Ideas CD-ROM

Insert the disc into the CD-ROM drive.

The CD-ROM should autoplay on a PC. If it does not play automatically, navigate to your CD-ROM drive, and double click on the file 'index.html' to run the resource.

On a Mac, navigate to your CD-ROM drive, and double-click on the file 'index.html' to run the resource.



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Our mission

QIA will champion and facilitate excellence and innovation in post-16 education and training services in England.

Our promise

QIA will be a critical friend to the further education (FE) system, challenging sector organisations and those engaged in learning, teaching and training to achieve their potential.

We will be respected for the quality of our expertise, appreciated for the insight we offer and valued for the positive difference we make.

We will be an honest broker, creating programmes to help accelerate improvement and connecting organisations with those programmes through delivery partners.

We will work with Government to ensure policies are informed by the knowledge and experience of the FE system and help organisations implement new initiatives.

Foreword

I am delighted to introduce you to these new resources developed by the Quality Improvement Agency (QIA) as part of the Teaching and Learning Programme.

The Teaching and Learning Programme aims to support providers to improve the quality of teaching and learning by linking **organisational strategies** for quality improvement, **continuing professional development** (CPD) and the **Subject Learning Coach** model.

The focus of the Teaching and Learning Programme is on supporting **whole organisational approaches** to quality improvement with an emphasis on **helping the sector help itself**, knowledge transfer and building on what is already there.

Teachers, tutors and trainers in the further education (FE) system work with a very wide range of learners – in colleges, in work-based learning organisations, in adult learning, in prisons, in voluntary and community organisations and in the workplace. These resources have been developed in consultation with them and their learners as well as other subject and national experts.

These resources are designed to be used by those wishing to:

- explore more effective or different ways of teaching or planning learning in their subjects
- tackle 'hard to teach' or 'hard to learn' topics in their curriculum in new ways
- improve or extend their own professional practice
- construct dynamic action plans to meet the regulatory requirements for 30 hours (or pro rata) CPD.

In addition, I hope these resources will be used by:

- teacher educators working with teachers to gain initial teacher training qualifications
- Subject Learning Coaches working with their peers to improve teaching and learning
- curriculum, quality and Information and Learning Technology (ILT) managers working with their teams to improve practice.

I hope you will find these resources of real benefit to you and your organisation.

Markos Tiris

Programme Director, Teaching and Learning Programme, QIA

1. Introduction to the Creating ideas resource

Welcome to this exciting new Creative and media interim resource, **Creating ideas**, which has been developed as part of QIA's Teaching and Learning Programme. This resource focuses on the generation of ideas, a vitally important skill for the Creative and media industries and the creative environment. Whatever your subject area within Creative and media and whatever your learner profiles, this resource will support you in your teaching and training.

It will help you to reflect on your current practice, assist you in developing new approaches and techniques and support you in making changes that will enhance the way in which you teach. These changes will help you to provide your learners with inspiring, stimulating and engaging active learning experiences which are key to the creative process.

These resources can be used to support learning as a part of your Continuing professional development (CPD). The learning supported by these resources can contribute towards your 30 hours per year (or pro rata) CPD requirement. You can find more information about this on the CD-ROM.

We know that QIA's Teaching and Learning Programme is making a difference to the motivation, learning experience, retention and achievement of learners as well as to the morale and professional development of teachers. This is supported by the Adult Learning Inspectorate (ALI), who commented earlier this year that '... the main strength of the NTLCP is its ability to encourage managers and staff to look again at approaches to teaching, training and learning... It has provided a valuable catalyst for change, especially through the frameworks/resources' (ALI 2007¹). The Creative and media resources will maintain this success by providing adaptable and flexible materials that support teachers in meeting the needs and aspirations of all learners in an active learning environment and thus ensuring good learner progress and achievement.

¹ The National Teaching and Learning Change Programme: a review of teaching and learning frameworks (Adult Learning Inspectorate, 1 April 2007)

2. How have we developed this resource?

During the past year we have been finding out which areas of Creative and media practice are in need of development and improvement. We have undertaken extensive research amongst Creative and media teachers, managers and other experts and found that areas for improvement include the motivation and engagement of learners, project-led learning, meeting the needs of all learners and assessment and feedback.

We have developed resources based on these findings, in consultation with teachers* and other experts. During our research and development phases we have benefited from the valuable contribution of well over 100 Creative and media practitioners in our focus groups, trial and pilot sites across the country. We have also appreciated the important contributions from our Creative and media expert group.

This **Creating ideas** interim resource was initially released in autumn 2007.

- It takes the form of an extensive CD-ROM, guidance booklets and a set of stimulating ideas cards. This inspiring and engaging resource focuses on project-led learning in terms of creating original, viable ideas, a key to the start of any creative process. We have worked with a wide range of providers across the country, including FE colleges, sixth form colleges, adult learning providers, work-based learning providers and a prison, to test and develop the ideas and approaches in this resource. Following a period of feedback, review and development, we distributed this resource in advance of the full set of Creative and media resources.

* Note: Throughout this resource, the term 'teachers' is used to represent teachers, tutors and trainers

"A really useful tool. You can be confident that it's going to work."

The Grimsby Institute of Further and Higher Education

3. What are the main aims of the Creating ideas resource?

The resource is designed to:

- inspire your learners to generate and develop their own ideas
- help you to stimulate active learning, risk-taking and the development of your learners' original ideas in a creative, multi-sensory environment
- provide approaches that can be adapted to meet the needs of a wide range of learners across the diversity of the Creative and media areas
- provide approaches that can be used either for project-based learning in one Creative and media subject area or for a project spanning a number of subject areas.



4. What's in the resource?

There are two **Creating ideas** guidance booklets:

- Making a start
- Exemplar activities

In these booklets you will find helpful suggestions for using the **Creating ideas** resource for CPD activities, either in group training sessions or for independent working, to help to develop your expertise and skills for the approaches we are promoting. In addition, we have included guidance on using the resource with your learners and have supported this with sample session plans, which you can download and adapt from the **Creating ideas CD-ROM**.

Also in the resources you will find:

- a **range of stimulating ideas cards with prompts**, which can be downloaded, adapted and printed
- a **Creating ideas CD-ROM** which includes:
 - **videos of creative practitioners**
 - a **bank of exemplar CPD mini-activities, accompanied by discussion prompts and feedback notes**
 - a **bank of exemplar learner mini-activities, accompanied by discussion prompts and feedback notes**
 - a **still image bank**
 - a **moving image bank**
 - an **audio bank**
 - an **ideas cards prompts bank**
 - **sample industry briefs with learner pro formas**
 - **sample session plans**
 - an **electronic presentation skills template with guidance notes**
 - a **Creating ideas glossary**

5. What are our approaches to teaching, training and learning?

To support you in developing and improving your own practice, we have based our training and learning approaches on key generic and Creative and media-related pedagogical principles, which teachers in Creative and media and other curriculum areas have found helpful and effective for improving their learners' progress and achievement.

You will find details of these generic and subject-specific principles and approaches, together with some practical suggestions of how to apply the approaches to this resource, on the **Creating ideas CD-ROM**.

To summarise, we have applied the following generic teaching, training and learning approaches to the **Creating ideas** resource by:

- suggesting an active, experiential approach to learning when using the ideas cards and resource banks to generate, develop, share and evaluate original ideas
- providing opportunities for both cooperative and independent learning through researching and developing ideas, practical activities, self and/or peer evaluation and pitching and presenting work to peers and others
- offering opportunities for multi-sensory learning through a range of visual and auditory stimuli from the cards and resource banks
- providing opportunities for differentiation in activities to meet the needs and aspirations of all Creative and media learners
- embedding literacy, language and numeracy and ICT in exemplar CPD activities and learner activities and supporting their delivery
- providing opportunities for teacher and peer assessment for learning and for summative assessment of the feasibility, effectiveness and value of learners' original ideas
- promoting the opportunities for e-learning in creative sessions.

“It has opened up learners' minds to the range of creative industries available to them and enabled them to consider how their skills may be appropriate and what new skills they need to gain.”

Brighton Hove and Sussex Sixth Form College

In addition we have applied some more specialist related approaches by:

- emphasising the importance of putting learning into context by using realistic industry briefs and videos of creative practitioners
- promoting different ways of thinking when using the ideas cards and prompts to enable learners to plan and structure their work more creatively, effectively and confidently
- establishing an appropriate and safe learning situation that allows learners to take risks confidently in order to develop their ideas, skills and understanding.

You can use the above summaries, and the more detailed outlines, to discuss and reflect on how you can apply these approaches to your own practice.

In developing these resources, we have taken account of the importance of promoting equality, diversity and inclusivity in teaching, training and learning and the importance of being sensitive to the values and belief systems of all learners. When using this resource, you should take care that the content of your learning material, your approaches to teaching, training and learning and your ways of assessing and giving feedback recognise and value diversity. In this regard, you will find it helpful to carry out regular equality and diversity audit checks of your planning and materials, in collaboration with your colleagues.



6. What about help from Subject Learning Coaches?

The Teaching and Learning Programme is a unique approach for organisations from across the FE system to transform teaching, training and learning.

At the heart of the programme is the role of the Subject Learning Coach, the pivotal agent for change, who, with the support of managers, releases the potential of existing staff to embed elements of the programme.

The programme offers three enablers designed to work in concert, creating a clear impact where it matters most – supporting you to deliver learner success. The three enablers are: the teaching and learning resources; subject coaching networks; and the Professional Training Programme for Subject Learning Coaches.

Subject Learning Coaches act as critical friends, using powerful, non-judgmental questions and fresh perspectives with their colleagues to:

- focus on important issues and ideas
- experiment with new approaches and explore possibilities
- review and refine current professional practice
- clarify opportunities, create action plans and monitor progress
- challenge and change
- extend learning and move the action forward.



If you would like to become a Creative and media Subject Learning Coach, contact either the senior manager in your organisation who coordinates the Subject Learning Coaches or speak to your line manager about nomination. Further details regarding this are available at www.subjectlearningcoach.net.

If you are already a Subject Learning Coach, you will be able to support your colleagues in using and adapting this **Creating ideas** resource as innovatively and as flexibly as possible. For example, through a range of CPD group training sessions or one-to-one support meetings, you can help colleagues to:

- understand and reflect on the importance of the pedagogical approaches underpinning this resource and explore how to apply them to their own teaching and training
- inspire and enthuse their learners to generate and develop their own ideas
- stimulate the development of their learners' ideas through active learning and through a learning environment that allows learners to take appropriate risks with confidence
- meet the wide-ranging needs and aspirations of their learners across the diversity of Creative and media areas
- use the resource for projects in their own subject area or work with colleagues on cross-subject projects.

You can also ensure that colleagues share their good practice and consider ways of linking the exploration and use of the resource with other curriculum areas.

“The resources led to better designed projects to aid differentiation.”

North Warwickshire and Hinckley College

7. What next?

You will find that you can use this dynamic, flexible resource to meet the diverse needs of your colleagues and learners in a range of different organisations including FE colleges, sixth form colleges, adult learning providers, school sixth forms, work-based learning providers and prisons. You can use all parts of the resource for large or small groups or for individuals. Also you can use the activities effectively in a variety of learning environments, including classrooms, workshops, resource centres, workplaces and community settings.

Throughout the trial and pilot phases of the development of this resource, teachers have told us how helpful they have found not only the guidance notes and exemplar CPD and learner activities but also the hints and tips on how to make best use of the resource in a creative way.

Your next step therefore is to move on to the **Creating ideas guidance booklet 2** and the **Creating ideas CD-ROM**, where you will find helpful hints and tips, with exemplar activities, to help you to use the resources imaginatively and effectively with your learners.

**“We looked at the ways we work,
how we use learning materials and
how we develop learning materials.
It’s helped the learners to learn.”**

Mike Owen Media