

0265

Knowledge creating skills development for researchers

Status: Accepted Presentation type: Poster

Category: Learning, Teaching and Assessment

Arthur Brogden Male¹, Daniela Bultoc²

¹*Institute of Education, London, UK*, ²*University College London, UK*

Key words: Originality, spontaneity, authenticity, autonomy, creativity.

Description: Making an original contribution to knowledge is one of the requirements that doctoral students need to meet through their research. This requires individuals to experience and create what they are seeking to understand through their research. Knowledge creating skills can be developed through a set of conversations, activities and practical exercises that enable learners to express their own voice by accessing the physical, mental, emotional and spiritual self-expression of originality and creativity. Knowledge creating conversations counteract constraints, successively approximate new understandings and break new ground; they engage learners in the competencies needed to make contributions to knowledge in academia, the workplace and society.

The Arts-Science-Education-In-Performance (ASEIP) is an innovative model of learning is a methodology for formulating experiments in knowledge creation. The model was based on findings and recommendations of the Knowledge Creating Conversations Research Project which from January 2000 to present has been investigating how knowledge creating conversations are utilised in diverse educational environments focusing on doctoral education. Learners share research journeys (e.g. literacies, reflections, theories, philosophies, demonstrations, feedback, stories, conferences, insights, etc.) that help form the knowledge creating conversations. Collaborative conversations organise insight methodology, divergent thinking and changing perspectives.

Eight community projects, 55 staff and student colleague interviews, 10 supervisory relationships and 45 ASEIP have already been conducted to demonstrate knowledge creating conversations.

Knowledge creating skills development increases participant creativity, peak performances, contributions to knowledge, overcoming the writer's block, and access to authenticity in research. Building on what participants already know and knowledge creating conversations, the ASEIP model can also be used for developing skills to work collaboratively, autonomously and authoritatively.

References:

- Abbs, Peter ed. (1987), *The living powers: the arts in education*. London: The Falmer Press
Adelman, Clem ed. (1981), *Uttering, muttering: collecting, using and reporting talk for social and educational research*. London: Grant McIntyre Ltd.
Freire, Pablo (1972), *Pedagogy of the oppressed*. Harmondsworth: Penguin
Gadamer, H.G. (1975), *Truth and method*. New York: Seabury Press
Gelb, Michael (1998). *How to think like Leonardo da Vinci: seven steps to every day genius*. London: Thorsons
Kolb, D. (1984), *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall
Oakeshott, M. (1933), *Experience and modes*. Cambridge: Cambridge University Press